

**EARLY CHILDHOOD LONGITUDINAL STUDY  
KINDERGARTEN CLASS OF 1998-99 PHASE IV**

**IMT/OMB Clearance Package**

Prepared by:  
National Center for Education Statistics

October 2005



## TABLE OF CONTENTS

<u>Chapter</u>		<u>Page</u>
A	JUSTIFICATION .....	A-1
	A1. Need for Data Collection .....	A-1
	A1.1 Request for Clearance .....	A-1
	A1.2 Study Overview .....	A-1
	A1.3 Circumstances Necessitating Collection of Information ..	A-3
	A2. Purposes and Uses of the Data.....	A-6
	A2.1 Eighth Grade Study .....	A-7
	A2.2 Eighth/Tenth Grade Field Test.....	A-10
	A3. Use of Improved Information Technology .....	A-11
	A4. Efforts to Identify Duplication.....	A-13
	A5. Collection of Data from Small Businesses .....	A-14
	A6. Consequences of Less Frequent Data Collection.....	A-14
	A6.1 Main Study .....	A-14
	A6.2 Eighth/Tenth Grade Field Test.....	A-15
	A7. Special Circumstances .....	A-15
	A8. Public Comment and Consultations Outside the Agency .....	A-15
	A9. Payments to Respondents .....	A-20
	A10. Assurance of Confidentiality .....	A-23
	A11. Sensitive Questions.....	A-24
	A12. Estimated Response Burden .....	A-28
	A13. Annualized Cost to Respondents .....	A-31
	A14. Annualized Cost to the Federal Government.....	A-32
	A15. Reasons for Program Changes .....	A-32

## TABLE OF CONTENTS (continued)

<u>Chapter</u>		<u>Page</u>
A16.	Publication Plans and Project Schedule .....	A-32
A16.1	Publication Plans .....	A-32
A16.2	Project Schedule.....	A-34
A17.	Approval for Not Displaying the Expiration Date for OMB Approval	A-34
A18.	Exceptions to the Certification Statement.....	A-34
<b>B</b>	<b>COLLECTIONS OF INFORMATION EMPLOYING STATISTICAL METHODS .....</b>	<b>B-1</b>
B1.	Statistical Design and Estimation .....	B-1
B1.1	Introduction .....	B-1
B1.2	Sampling .....	B-1
B1.3	Analytical Subgroups and Sample Sizes.....	B-1
B2.	Data Collection Procedures .....	B-2
B2.1	Tracking the Sample .....	B-2
B2.2	Eighth Grade Study .....	B-3
B2.3	Eighth/Tenth Grade Field Test.....	B-4
B3.	Methods for Maximizing Completion Rates.....	B-5
B3.1	Working with Schools.....	B-5
B3.2	Student Assessments .....	B-6
B3.3	Parent Interviews.....	B-7
B3.4	Hard-Copy Instruments.....	B-9
B4.	Test of Procedures to be Undertaken .....	B-10
B4.1	Eighth/Tenth Grade Field Test.....	B-10
B5.	Individuals Responsible for Study Design and Performance.....	B-11

## TABLE OF CONTENTS (continued)

<u>Chapter</u>		<u>Page</u>
C	JUSTIFICATION OF THE ECLS-K QUESTIONNAIRES .....	C-1
C1.	Introduction.....	C-1
C2.	Eighth/Tenth Grade Field Test .....	C-2
	C2.1 ECLS-K Student Interview .....	C-2
	C2.2 Parent Interview .....	C-9
	C2.3 School Administrator Questionnaire .....	C-20
	C2.4 Teacher Questionnaire .....	C-24
	C2.5 Special Education Teacher Questionnaire.....	C-29
	C2.6 Student Dietary Questionnaire.....	C-30
C3.	Eighth Grade Data Collection.....	C-31
	C3.1 Student-Level Information from Teacher .....	C-31
	C3.2 Student-Level Information from Students.....	C-31
C4.	Research Questions for the ECLS-K .....	C-32
I.	Children's Developmental Status at Entry to Kindergarten and in Later Grades.....	C-32
II.	Classroom Practices .....	C-35
III.	Time in School.....	C-36
IV.	Children with Special Needs.....	C-37
V.	School Characteristics.....	C-38
VI.	Classroom Characteristics and Resources .....	C-39
VII.	Family-School Interactions.....	C-40
	REFERENCES .....	C-42

## TABLE OF CONTENTS (continued)

### List of Appendixes

<u>Appendix</u>		<u>Page</u>
A	Student Questionnaire and Student Dropout Questionnaire	
B	Parent Questionnaire	
C	School Administrator Questionnaire	
D	Teacher Questionnaire	
E	Special Education Questionnaire	
F	Student Dietary Questionnaire	

### List of Tables

<u>Table</u>		
1	ECLS-K waves of data collection.....	4
A-1	Federal agency consultants .....	A-17
A-2	Other organization consultants .....	A-19
A-3	Phase IV Technical Work Group member list.....	A-20
A-4	Respondent burden chart .....	A-30
A-5	Time burden for teachers (rating scale forms).....	A-31
A-6	Study costs per year .....	A-32

## TABLE OF CONTENTS (continued)

### List of Tables (continued)

<u>Table</u>		<u>Page</u>
A-7	Critical project milestones .....	A-34

### List of Exhibits

<u>Exhibit</u>		
A-1	NCES Affidavit of Nondisclosure .....	A-26
A-2	Contractor Confidentiality Pledge .....	A-27

## **PART A. JUSTIFICATION**

### **A1. Need for Data Collection**

#### **A1.1 Request for Clearance**

The Early Longitudinal Study-Kindergarten Class of 1998-99 (ECLS-K) is a major study of school children sponsored by the National Center for Education Statistics (NCES) within the U.S. Department of Education. Clearances for ECLS-K were granted in 1996 for the kindergarten data collection (OMB No. 1850-0719) and 1998 for the first grade to fifth grade data collections (OMB No. 1850-0750).

At this time, NCES requests a clearance from OMB to (1) conduct a field test with eighth and tenth grade students and their teachers in spring of 2006, and (2) conduct the full-scale study of the ECLS-K in the spring of eighth grade (2007). Both activities involve in-school administration of questionnaire and assessment forms to students, collection of questionnaires from teachers and administrators, and interviews with students and parents of the ECLS-K.

#### **A1.2. Study Overview**

The following is a summary of the design, sample, and measurement methods planned for each data collection period, including the field test. More detailed information will be provided at later points in this submission. Copies of all instruments and descriptions of the measurement protocols are included in the appendixes.

**Design.** The design of this phase of the ECLS-K calls for a field test of the eighth and tenth grade assessment and teacher rating forms, a pilot test of the eighth grade parent, school and teacher questionnaires, and two waves of data collection in spring of eighth and tenth grade. Multiple methods of data collection will be used in this study, including (1) small group assessments and self-administered questionnaires of the sampled students, (2) telephone or in-person interviews with the primary parent/guardian (usually the mother), and (3) self-administered questionnaires collected from the sampled school administrators and teachers (regular and special education) of the sampled students.

**Sample—Eighth and Tenth Grade Field Test.** The goal of the field test is to test the assessments, teacher rating scale questionnaires, and procedures prior to the main study; consequently, it is desirable to conduct a field test with a sample similar in demographics to the national sample. One hundred schools (50 middle or junior high schools and 50 high schools) representing different levels of urbanicity and areas of the country (including a school in the Washington, D.C. metropolitan area) will be purposively selected for participation in the field test. The sampled schools will include public, private, and Catholic in districts and dioceses not participating in the national study. Special attention will be given to including schools with a high proportion of black, Hispanic, and Asian/Pacific Islander students. Within each school, a sample of students will be selected purposively to participate in the field test. The sample of students will yield approximately 2,400 completed direct assessments of 1,200 eighth graders and 1,200 tenth graders, approximately 400 indirect assessments of eighth graders completed by approximately 400 teachers.

**Eighth and Tenth Grade Field Test Data Collection.** The spring 2006 field test is designed to complete the development of the eighth and tenth grade assessment battery for the cognitive and socioemotional domains. The field test will serve as the primary vehicle for (1) estimating the psychometric parameters of all items in the assessment battery item pool, (2) evaluating the content validity of the reading and mathematics domain items, (3) producing psychometrically sound and valid direct and indirect cognitive and socioemotional assessment instruments, and (4) evaluating the completion rates of web-based questionnaires. The field test will include an experiment of web-based versus paper questionnaires for the eighth-grade student questionnaire and for the eighth grade teacher questionnaires. The eighth grade student sample will be divided into two data collection modes; half of eighth-grade students will be invited to complete the student questionnaire as a web-based questionnaire and the other half to complete a paper questionnaire and send it to Contractor. Students with no completed student questionnaire prior to the assessment will be asked to complete the student questionnaire after the assessment and debriefed about the reasons they did not complete the questionnaire either on the web or on paper. Eighth-grade teachers will be divided into three data collection modes: one-third of eighth-grade teachers will be invited to complete web-based teacher questionnaires; one-third will be invited to complete paper teacher questionnaires and send them to Contractor; the remaining third will receive paper questionnaires with an option to complete them as web-based questionnaires. The mode determined to be most effective in terms of response rates and item completion will be used for the national data collection for students, teachers, and school administrators. Tenth grade students and teachers will not be part of the experiment under the

assumption that their receptiveness to a web-based approach would be essentially the same as that of eighth grade teachers.

**Sample—Eighth Grade Study.** The sample for the spring 2007 eighth grade data collection will consist of the ECLS-K student sample retained from the fifth grade. However, many important sample design issues must be addressed to continue the longitudinal data collection for eighth grade and beyond. Thus the sample design for the eighth grade has not been finalized. The methods for dealing with sampled students who move out of the school in which they were enrolled in fifth grade is an example of an important issue because locating and conducting interviews with these students and their schools and teachers have important study implications. In addition to the procedures for dealing with movers, sample attrition for other reasons must be examined in the follow-up samples. Further discussion of these issues can be found in section B.1, Statistical Design and Estimation.

**Eighth Grade Data Collection.** Eighth grade data collection include direct student assessments, which includes collecting students' height and weight, student questionnaires, parent interviews, school administrator and teacher questionnaires (both regular classroom and special education teachers), and facilities checklists. This data collection also involves a small pilot study for testing the functionality of the direct student assessment. Unlike Phase III, self-administered paper and pencil questionnaires will be the mode of data collection for the student assessment while computer-assisted interviewing (CAI) will be the mode of data collection for the parent interview. The student interview and, school administrator and teacher questionnaires will be collected via the mode determined to be most effective during the field test (i.e., web-based or paper). Student record data will be collected via self-administered questionnaires. The facilities checklist will be completed in person by ECLS-K field supervisors.

### **A1.3. Circumstances Necessitating Collection of Information**

The critical importance of high-quality, equitable education for the continued development and prosperity of the country is a very high priority on the national agenda. Parents, educators, and policymakers are reconsidering the ways children are taught in schools and are looking for more effective approaches to education.

Much of the public discussion on education has focused on the early years, children's development and learning during the early childhood period from birth to age eight, their preparation for formal school, the first school experience, and the progress they make over the first years of school. A number of factors have contributed to the research and policy focus on children's early school experiences. These include (1) the focus on eliminating the achievement gap among various subgroups of children by No Child Left Behind; (2) the changing nature of children's preschool and early school experiences; (3) the increasingly diverse population of children entering school and the demands this places on schools; and (4) the expanding role that schools are expected to play in supporting and nurturing development and learning.

Vital to efforts to improve schools and the education of all the nation's children is a research and data collection program that increases the understanding of the dynamics of school achievement, particularly of those factors that lead to the differential success of important groups of children during the elementary and secondary school years. Yet at present no national database permits a thorough study of children's transition into school and their progress through secondary school.

One of the gaps in the NCES student data is descriptive and longitudinal information on students in kindergarten through high school. This type of data is not currently collected by NCES longitudinal and cross-sectional data collections. To date, NCES longitudinal collections, which provide the most comprehensive look at students, have not focused on the entire span of elementary through secondary school. The center's cross-sectional surveys do not collect data that allow researchers to examine students as they progress through school.

To provide a comprehensive and reliable data set that can be used to inform policies related to the entire spectrum of kindergarten to secondary school education, NCES is conducting the ECLS-K Phase IV.

This study is being undertaken in compliance with the mandate stated in section 404 of the National Education Statistics Act of 1994 (20 U.S.C. 9003):

"The duties of the Center are to collect, analyze, and disseminate statistics and other information related to education in the United States and in other nations, including...conducting longitudinal studies, as well as regular and special surveys and data collections, necessary to report on the condition and progress of education."

The ECLS-K was launched at a time when U.S. schools and the families, teachers, and administrators who participate in them are facing unprecedented challenges and tasks. Powerful historical forces—including immigration, differential fertility rates of cultural groups, a dramatic increase in the number of women in the workforce, and significant changes in family structure—have produced an increasingly diverse population of children entering school.

These children differ from each other and from past school-entering cohorts not only in language, cultural background, and family composition but also in the diversity in family experiences and the multiplicity of preschool educational and care arrangements. These influences have shaped children's development prior to school entry as children enter kindergarten with different skills, knowledge, and experiences. Coinciding with this increase in the diversity of students is the emergence of a broad national debate about how schools should respond to the challenges posed by the nature and extent of such diversity.

At the same time, educational leaders have mobilized substantial support for new and more ambitious goals for the nation's schools, goals that speak both to issues of equity and quality. These goals include a view of learning that goes well beyond basic skills and includes such skills as conceptual understanding and associated competence in inquiry and problem solving; establishing standards that will identify what all students should know and be able to do, including children with a wide array of learning or other disabilities; providing preprimary and after-school care; coping more effectively with children's alarming susceptibility to conduct disorders and involvement in an array of related antisocial, aggressive, and violent behaviors; and using schools as the central agents for achieving an ambitious agenda of public health and social service initiatives. These reforms have significant implications for school management, teacher training, instruction, student, teacher and school performance assessment, and school-family connections.

The ECLS-K aims to provide a data set that researchers can use to answer policy relevant research questions in elementary and secondary education, defined as kindergarten through tenth grade. Clearly the combination of an increase in the diversity of children's preparation for school and ever more ambitious goals presents schools with difficult, if not daunting, challenges. Little is known, however, about how schools are coping with these challenges or how children from different backgrounds progress through school. The ECLS-K will provide vitally needed empirical evidence to inform the

ongoing debate about how to achieve the essential goals of schooling in the context of a rapidly changing society.

Approximately 23,500 children enrolled in about 1,000 kindergarten programs during the 1998-99 school year were selected for participation in the main study. NCES has collected data on this kindergarten cohort twice during the kindergarten and the first grade year (once with a subsample), once in the spring of third and fifth grade and will continue to collect data in the spring of eighth, and, possibly, the tenth grade. Data will also be collected from parents, school administrators, and teachers in an effort to discover the variations in experiences that affect learning.

To prepare for this ambitious undertaking, NCES has designed questionnaires that capture factors that influence learning and assessment instruments that measure cognitive (e.g., language and quantitative skills) growth in students from the elementary through the secondary grades. These assessments must be sensitive to the different curricula taught in schools throughout the United States. Noncognitive status must also be accurately measured, because noncognitive factors also affect how children learn. Therefore, social skills (e.g., the ability to interact with teachers and peers), emotional status (e.g., temperament, antisocial behavior), and physical characteristics (e.g., height and weight) will also be measured.

## **A2. Purposes and Uses of the Data**

The ECLS-K is intended to be a general purpose data set that is designed to serve two purposes: descriptive and explanatory. On the one hand, it will provide descriptive data on a national basis of (1) children's status at entry into kindergarten and at different points in their elementary and secondary school careers, (2) children's transition into school and into the middle and secondary grade levels, and (3) children's school progress through the tenth grade. On the other hand, it will provide a rich data set that will enable researchers to test hypotheses about how a wide range of family, school, classroom, community, and individual variables affect success in school.

Ultimately, the ECLS-K data set will be used by policymakers, educators, and researchers to reconsider the ways in which children are educated in our nation's schools and to develop more effective approaches to education. Policy issues that can be studied by the ECLS-K Phase IV include the identification of school characteristics associated with achievement; the association of parent

involvement on adolescents' achievement and development; the transition of different groups of students (e.g., gender, racial and ethnic, and socioeconomic status groups) from elementary school to middle and high school. The ECLS-K Phase IV will gather information on adolescents' values and goals, social capital available to sample members to examine factors that may influence risk and resiliency, and catalogues their schooling experiences and school programs.

## **A2.1 Eighth Grade Study**

During the spring of 2007, NCES plans to again collect data from children, parents, schools and teachers. The spring study of eighth grade students will be the seventh major point of data collection in the ECLS-K. The spring-eighth grade data collection will involve all the fifth grade ECLS-K sample of students. Longitudinal research enables researchers to examine each child's development across the span of several years and examine how events at one time point affect experiences at the next. For example, the ECLS-K will be able to address how children's opportunities to learn in the early grades differ across classrooms and schools and what the consequences of those differences are for children's later development. The ECLS-K will also be able to address how family sociodemographic variables and processes are related to children's later success in school.

Longitudinal data will also provide information about children's growth over time, taking into account their different developmental levels early in the kindergarten year. One can expect considerable individual variability in the rate of growth during the later school years. Large differences are likely in the amount of academic knowledge that students bring to kindergarten depending on their family educational support system. These differences at school entry are often maintained if not increased in some areas (e.g., the well-known phenomena of early and late readers). Information collected during the eighth grade will be used to compare children's socioemotional and cognitive skills to not only their skills at entry into kindergarten but also at later points in time.

The data collected in the spring-eighth grade study will advance knowledge about three central topics:

1. Eighth grade data will help complete the picture of **achievement from the elementary through the end of the middle school years**. Different cognitive and socioemotional levels in the early years of schooling can be analyzed for their strength in predicting development, skills, and achievement in adolescence. In

addition, school achievement (measured by comparing children's skills at varying points in time) can be linked to outside factors such as parental influences and family processes, school and classroom characteristics, and other environmental constructs.

2. Eighth grade data, used in conjunction with third and fifth grade data, will aid in describing various **types of school instruction** in the later elementary and middle grades. These data will inform researchers about the instructional practices, content coverage, time on task, and methods of providing feedback experienced by different groups of children across the elementary and middle school grades.
3. Information collected in the parent and school interviews will help researchers better understand the **interaction of school, home, and neighborhood contexts**. For example, spring-eighth grade data, together with the data collected at other time points, will allow analysts to explain how parental involvement in children's education affects school performance over the course of the elementary and middle grades. Interactions between parents and schools will also be covered.

These topics are covered in the instruments that have are being developed for the spring 2007 eighth grade follow-up study. Some of the items in each instrument are identical to items used in the fifth grade instruments. This will enable NCES and researchers to draw longitudinal conclusions by linking the eighth grade and fifth grade kindergarten data. Some items are new, as they will be more appropriate for the eighth grade cohort.

**Parent Interviews.** A parent interview will be administered to all parents/guardians of the children in the ECLS-K study. The parent instrument will ask about family structure, family literacy practices, and parental involvement in school. Parents will also be asked to report on their children's level of physical functioning, health, and disability status. Because it will have been two years since family information was collected, the parent interview will also include updating the household composition, family income, education levels, and other demographic indicators.

**Student Assessments.** A new direct cognitive assessment will be used in the spring-eighth grade data collection effort. The assessment measures the cognitive domains of reading, mathematics, and science using grade-appropriate items that will provide identical, individual-level scale scores for all students. Some items of the eighth grade assessment are the same as those in the fifth grade instrument. The structure of the eighth grade assessment will differ from the previous assessments in that it will be administered in small groups using self-administered paper and pencil instruments. In addition, the assessment will include a self-administered socioemotional questionnaire and measures of the students' heights and weights.

**Student Questionnaires.** In addition to collecting data from the school administrators on the availability of various foods in schools, the U. S. Department of Agriculture is interested in conducting a special study of children's nutritional habits by collecting data on the children's food purchasing and consumption habits in school and at home. Major sources of the items include two CDC/Division of Adolescent and School Health Surveys, the Youth Risk Behavior Surveillance Survey and the School Health Programs and Policies Survey, as well as the California Children's Healthy Eating and Exercise Practices Survey. The instrument was developed by USDA for use with the fifth grade data collections and is appropriate for use with eighth graders. It is estimated that the student-level questionnaire will take 10 to 12 minutes to administer to each adolescent.

The student-level food purchasing and consumption questionnaire includes items on the purchase of various food and drinks at school (e.g., snack foods, soda) that adolescents can buy at school and the types food and drinks (e.g., fruits/vegetables, milk) consumed at home, at school, at restaurants, and other places in the last week.

The student level questionnaire will also collect information on the students' school experiences and extracurricular activities, family and peer relationships, general health and health behaviors, civic attitudes, and expectations for the future.

**Teacher Questionnaires.** The approach for collecting information from the teachers will be similar to that used in the fifth grade; that is the teacher most knowledgeable of the adolescent's performance in each of the core academic subjects (i.e., language arts, mathematics and science) provides the information relevant to each student's classroom environment, instruction in the core academic subjects, and the professional background of the core academic teacher. For example, the mathematics teacher completes a questionnaire with items specific to the mathematics instruction that the adolescent received during the school year while the language arts teacher completes a questionnaire with items specific to the language arts instruction.

Eighth grade teachers will also be asked to complete individual ratings scales for each of the sampled students in their classroom. The ratings scales will contain items about the adolescents' skills in areas of language and literacy, mathematics, and science, the adolescents' social skills and behaviors; and information about placements and special services that each adolescent may receive. These data can be used to supplement the direct assessments administered to the sampled eighth graders.

In doing so, a picture of adolescents' skills over time will begin to develop and tentative conclusions can be drawn about adolescents' progression in school.

Adolescents' special education teachers/service providers will also be asked to complete questionnaires for students with disabilities, defined as having an Individual Education Program (IEP). These questions will be useful in examining special education curricula and the services being received by adolescents with disabilities.

**School Level Questionnaire.** The questionnaire will be completed by the school administrator in the school attended by the students in the study. The School Administrator Questionnaire includes a broad range of questions about the school setting, policies, and practices, at the school level and in the eighth grade, and questions about the principal and the teaching staff. These items will help researchers understand the state and nature of students attending today's schools throughout the nation. Comparisons can be made between students attending various types of schools, including public, private, and parochial and rural, urban, and suburban schools. In addition, the school administrator will be asked to provide with basic information about the school, including grade levels, school type (public or private), length of school year, and attendance record-keeping practices. Data from this questionnaire can be merged with data from the student and teacher questionnaires and student assessments. Linking these data will allow researchers to determine the degree by which educational outcomes of various student groups are associated with the differences in the schools that the students attend.

**Facilities Checklist.** This questionnaire will be completed by the field supervisor during his or her visit to the school to conduct assessments. This instrument includes a range of questions about the physical plant, atmosphere, and surrounding neighborhood of the school. These questions will help researchers understand the environment to which children are exposed during the school day. Comparisons can be made between students attending all types of schools, including public, private, and parochial and rural, urban, and suburban schools.

## **A2.2 Eighth and Tenth Grade Field Test**

The spring 2006 field test is designed to complete the development of the eighth and tenth grade assessment battery for the cognitive and socioemotional domains. The field test will serve as the primary vehicle for (1) estimating the psychometric parameters of all items in the assessment battery

item pool, (2) evaluating the content validity of the reading and mathematics domain items, and (3) producing psychometrically sound and valid direct and indirect cognitive and socioemotional assessment instruments. The eighth and tenth grade field test will be used to identify the items that best meet the requirements of a longitudinal measure of adolescents' growth within the cognitive and socioemotional domains in the most efficient manner for the main study.

**Data Collection Instruments.** The ECLS-K field test assessment battery is comprised of the ECLS-K direct cognitive domain subtests and the ECLS-K direct socioemotional development questionnaire. The socioemotional questionnaire includes items from both the Social Development Questionnaire-I and -II (SDQ-I and -II). The indirect assessments completed by teachers include a rating of the student's academic effort, social behaviors and communication skills.

### **A3. Use of Improved Information Technology**

Where feasible, available technology will be used to improve data quality and reduce respondent and school burden.

The ECLS-K parent and adolescent interviews (if web-based mode is used) will be conducted using computer-assisted interviewing (CAI). Using CAI will increase data collection efficiency by permitting data preloads, on-line editing, and complex question branching—all of which also reduce respondent burden with faster interviews and eliminate the need to recontact respondents for missing data. Field interviewers will conduct interviews with parents without telephones by making in-person visits to complete interviews. The CAI system has important features that will improve the quality of the data and reduce the burden on respondents, as follows:

- **Initial Contact:** The CAI system will guide the ECLS-K field interviewer in making contact with the parent at the address provided or with the adolescent at the school and will offer prompts to identify the correct respondent.
- **Routing the Direct Assessment:** The CAI system will be programmed so the initial routing test at the beginning of each assessment subtest will be scored on line by the computer and the appropriate second-stage test will be administered immediately, depending on the student's performance on the routing test. The benefits of such a two-stage instrument are increased adaptiveness, reduced burden, and increased precision of measurement.
- **Skip Patterns:** The CAI system automatically guide interviewers through the complex skip patterns in the parent interviews, reducing respondent burden and the

potential for interviewer error and shortening the questionnaire administration time. This will be especially important when interviewing parents of twins, where a large number of questions must be repeated for the second child.

- **Copying Responses:** The CAI system will be programmed to copy responses from one instrument to another to prevent unnecessary repetition of questions and to aid in respondents' recall. For example, information from the same interview that is provided by the respondent earlier in the interview may be useful later in the interview and this can be displayed on the screen at the relevant section to assist the respondent. Finally, and most importantly, information from the previous wave of data collection can be copied to the subsequent wave and verified, eliminating the need to collect the data again.
- **Time Intervals:** The CAI system also provides automated time and date prompts that are very useful in longitudinal studies to assist respondents in remembering specific time periods. In the current wave, the interview can also provide the specific time frame for the interval between the previous and the current wave of data collection, to help respondents recollect information without repeating what they had given at the previous data collection period.
- **Receipt Control:** The CAI system will provide for automatic receipt control in a flexible manner that will be used to produce status reports that allow ongoing monitoring of the survey's progress.

The use of a CAI system for the ECLS-K is critical because of the difficult skip patterns that are created with complex survey instruments and because of the longitudinal nature of the data collection in which the same respondent is interviewed over repeated time periods. Each subsequent data collection point will be able to make use of information obtained at an earlier data collection, thereby reducing respondent burden and interview time. Without CAI, these would be difficult instruments to administer over repeated measurement periods, and respondent burden would be increased.

The contractor will also use a computer-based data management systems for managing the sample. The sample management system uses data transmission and networking technology to maintain timely information on respondents in the sample, including contact, tracking, and case completion data. This system will be particularly important as children move from school to school. The use of sample management technology will maximize tracking efforts and hence the response rates.

#### **A4. Efforts to Identify Duplication**

The ECLS-K will not be duplicative of other studies. The kindergarten through fifth grade data collections have focused attention on the educational programs and early childhood experiences of children and on the ways in which children's health, family, and school experiences interact to affect their chances of succeeding in school. The eighth grade through tenth grade data collections will bridge the gap between studies of early childhood and studies of adolescent growth. It will allow researchers and policy makers to examine the continuity of the growth of a cohort of children and relate their growth to variations of their home and schooling experiences.

Furthermore, while a few studies have focused on children's early learning environments (e.g., the Office of Policy and Planning's National Transition Study) or on understanding the structure of elementary schools (e.g., Schools and Staffing Survey) or have sought to evaluate specific programs (The Longitudinal Evaluation of School Change and Performance; Chapter 1: Prospects Study), they either do not provide the longitudinal student-level data that are needed to study the relationships between the school experience and student outcomes and growth or are concerned primarily with only certain segments of the student population.

Studies of adolescents, such as the National Education Longitudinal Study of 1988 (NELS: 88), the Educational Longitudinal Study of 2002 (ELS: 2002), and the National Longitudinal Study of Adolescent Health (Add Health), can be used to examine adolescents' experiences and transitions in the middle and high school years. While the study of children born to women in the National Longitudinal Surveys of Youth (NLSY) can provide information on children's transition from elementary to middle school, but to do so researchers must compile information on children born in several different years (e.g., Magnuson, 2005) and, even then, the information available is more limited. It does not collect information from children's teachers or schools, for example.

A literature search was conducted to identify and review research studies with the same study purpose and goals as the ECLS-K. To be included in the search the research had to be (1) a survey-based study of a fairly large population, (2) longitudinal in design, and (3) focused on children's cognitive development in the elementary, middle, and secondary grades. Although similar studies were found, they were generally confined to limited geographic areas (e.g., Baltimore, Maryland, and Greensboro, North Carolina), and related studies conducted on the national level (e.g., Prospects, Children of the National Longitudinal Survey of Youth [NLSY Child Supplement]) were not based on

probability samples of kindergartners. Prospects began with first graders and targeted Title 1 recipients. NLSY79's Child Supplement is based on the children of female sample members of a household-based 1979 sample of 14- to 21-year-olds. NELs: 88 and ELS: 2002 begin with students in the middle and high school grades.

#### **A5. Collection of Data from Small Businesses**

In the field test and main eighth grade study, private, not-for-profit, and proprietary elementary and middle schools may be drawn into the sample. To reduce the perceived burden, the contractor will provide assistance to these facilities as needed. These proprietary and nonprofit facilities will also benefit from the study's other burden-reducing strategies (e.g., instruction kits, toll-free help lines, and prepaid business return envelopes), which were designed for all types of facilities.

#### **A6. Consequences of Less Frequent Data Collection**

One of the main goals of the ECLS-K is to measure change in children's cognitive growth and noncognitive status, as well as changes in the contextual variables (i.e., school, classroom, family, and community factors) that affect growth. To measure change, baseline information must be collected and compared to data collected in periodic followups that are linked to the rates of change for school children and their environments.

##### **A6.1 Main Study**

For the main study kindergartners, beginning-of-the-year data collection was needed to obtain baseline data on children prior to their exposure to the influences of the school. Through direct and indirect assessments, the baseline study provided measures of the skills, attributes, and knowledge of children as they entered school for the first time. The data collected at the end of the year were used to examine changes in children after they have experienced nearly a year of kindergarten. A similar approach was used in first grade. In fall of first grade, followups were administered to a children in 30 percent subsample of the schools. This data collection was used to examine changes between the end of kindergarten and the beginning of first grade, after a summer break. In the spring of first grade, followup instruments were administered to the full sample, as well as any children who were added to the sample

via freshening (see section B1.1 for more information on freshening). This data collection was used to examine changes between the end of kindergarten and the end of first grade.

Additional data collections were completed in the spring of third and fifth grades. After fifth grade, followup instruments will be administered in the spring of eighth grade and, possibly, in the spring of the tenth grade. This frequency of data collection is linked to the rate of change that is expected for children of this age and the desire to capture information about children as critical events and transitions are occurring, rather than measuring these events retrospectively. Without data collection followups, the study of children's cognitive and social development through the secondary school is impossible.

#### **A6.2 Eighth and Tenth Grade Field Test**

The field test will mirror the main study plan's single data collection points for the eighth and tenth grade respondents and their teachers. However, the field test departs from the main study because it is not longitudinal in nature. Instead of following a sample of kindergartners and yearly administering grade-specific instruments to the students and associated samples, the field test will field teacher questionnaires and assessments for eighth and tenth grade samples (students and teachers) during the spring of the school year. This field test is needed to develop scalable items that measure growth after fifth grade.

#### **A7. Special Circumstances**

No special circumstances apply to this information collection.

#### **A8. Public Comment and Consultations Outside the Agency**

NCES has sought consultation with a range of outside agencies over the life of the ECLS-K. A brief chronology of these efforts follows.

**Consultations with Federal Agencies.** During the early development of the ECLS-K (prior to design contract award), NCES staff met with representatives from a wide range of Federal agencies

with an interest in the care and well-being of children. The goal of this activity was to identify policy and research issues and data needs. See table A-1 for the representatives consulted.

Table A-1.—Federal agency consultants

Diane Schilder Government Accounting Office	Tom Bradshaw Doug Herbert National Endowment for the Arts
Cindy Prince Emily Wurtz National Education Goals Panel	Jeffrey Thomas National Endowment for the Humanities
Andy Hartman National Institute for Literacy	Patricia McKee U.S. Dept. of Education OESE Compensatory Education Programs
Mary Queitzsch Larry Suter National Science Foundation	Cathie L. Martin U.S. Dept. of Education OIE
Michael Ruffner Bayla White Brian Harris-Kotijen Office of Management and the Budget	Scott Brown Louis Danielson Glinda Hill Lisa Holden-Pitt Kristen Lauer Marlene Simon-Burroughs U.S. Dept. of Education OSEP
John Endahl Jeff Wilde Joanne Guthrie Victor Oliviera U.S. Dept. of Agriculture	Lisa A. Gorove U.S. Dept. of Education OUS, Budget Service, ESVA

Table A-1.—Federal agency consultants (continued)

Don Hernandez U.S. Dept. of Commerce Bureau of the Census Marriage and Family Statistics	Elois Scott U.S. Dept. of Education OUS, PES, ESED
Tim D’Emillio U.S. Dept. of Education OBEMLA	Richard Dean U.S. Dept. of Education OVAE, Adult Literacy
Naomi Karp Ivor Pritchard Marsha Silverberg U.S. Dept. of Education IES	Jeff Evans Sarah Friedman Christine Bachrach Peggy McCardle U.S. Dept. of Health and Human Services NICHD Center for Population Research
Pia Divine Esther Kresh U.S. Dept. of Health and Human Services Administration for Children, Youth, and Families	Martha Moorehouse Anne Wolf U.S. Dept. of Health and Human Services Office of Assistant Secretary for Planning & Evaluation Children and Youth Policy
Gerry Hendershot John Kiley Michael Kogan U.S. Dept. of Health and Human Services NCHS	Katrina Baum Bureau of Justice Statistics Department of Justice
Lisa Hudson U.S. Dept. of Education NCES	

**Other organizations consulted.** After the design contract was awarded, NCES and its contractor consulted several other organizations (see table A-2) that have an interest in the care, well-being, and education of young children. The goal of this activity was again to identify policy and research issues and data needs.

Table A-2.—Other organization consultants

Mary Jo Lynch, Ph.D. American Library Association Office of Research and Statistics	Susan Bredekamp Barbara Willer National Association for the Education of Young Children
Keith W. Mielkek, Ph.D. Children’s Television Workshop	June Million Sally McConnell Louanne Wheeler National Association of Elementary School Principals
Lynson Bobo Project Associate Resource Center on Educational Equity Council of Chief State School Officers	Thomas Schultz Director, Center for Education Services for Young Learners National Association of State Boards of Education
Evelyn Moore Erica Tollett National Black Child Development Institute	

**Organizations funding supplemental studies to the ECLS-K.** Several of the early government consultations have resulted in interagency agreements funding supplemental studies.

The U.S. Department of Agriculture (USDA) Economic Research Services and the U.S. Department of Education, Office of Special Education Programs are continuing to support supplemental and design enhancements to the ECLS-K. The USDA Economic Research Services is funding data collection from children regarding dietary habits, parents and teachers regarding children’s physical activity and families food sufficiency status, as well as measuring children’s height and weight at each data collection point. The U.S. Department of Education, Office of Special Education Programs is funding the development and administration of a questionnaire for special education teachers about sampled children with disabilities they teach. The U.S. Department of Education, Planning and Evaluation Services; Office of Educational Research and Improvement; and Office of Bilingual Education and Minority Languages Affairs contributed to the study to collect information on and maintain the sample sizes of low-income children and language minority children. The National

Institute of Child and Human Development contributed to the study to collect information on the skills and knowledge of a sample of children in fall-first grade.

**Technical Work Group.** In preparation for Phase IV, NCES assembled a work group to provide review and comment on the issues related to the identification of issues to guide development of the survey instruments. The ECLS-K Technical Work Group for contextual issues (see table A-3) met in January 26, 2005, in Washington, DC.

Table A-3.—Phase IV Technical Work Group member list

J. Lawrence Aber	Karl Alexander
New York University	Johns Hopkins University
Lynn Addington	David Burkam
American University	University of Michigan
Theresa Austin	Kristin Moore
University of Massachusetts-Amherst	Child Trends
George Farkas	Judith Torney-Purta
Penn State University	University of Maryland, College
Martha Thurlow	Russell Rumberger
University of Minnesota	University of California, Santa Barbara
Institute on Community Integration Park	

**A9.            Payments to Respondents**

Given the repeated data collection periods and variety of respondents, maintaining high response rates and minimizing sample attrition are important factors in the success of a longitudinal study such as the ECLS-K. Although parents and students will be familiar with the ECLS-K from their previous participation, most schools and teachers will not be familiar with the study. Even for parents and students, 3 years will have passed since they were last interviewed. Moreover, the students now that they are adolescents may be less compliant than they were as grade school children. For these reasons, incentives are expected to be an important element in obtaining target response rates for Phase IV data collection activities.

Existing research suggests that the use of incentives can be especially effective in longitudinal studies with ongoing burden. The “Symposium on Providing Incentives to Survey Respondents”, sponsored by OMB and the Council of Professional Associations on Federal Statistics (COPAFS) held in October 1992, considered a number of incentive-related issues including their

influence on response rates and nonresponse bias. The symposium participants recommended that OMB “seriously consider the use of incentives” for surveys that targeted difficult respondent populations, including surveys that are part of longitudinal panels. The use of incentives can increase response rates and reduce the number of contacts required to produce a complete thereby resulting in cost savings to projects.

During the ECLS-K field test, parents will be provided with a token \$2.00. In previous rounds parents have been enthusiastic about the study and a relatively small incentive will likely be effective. Students, teachers, and schools, however, must be convinced that the study has important and worthwhile goals and that the data about the students will make a significant contribution to the understanding of early childhood education. Obtaining high response rates and minimizing sample attrition is an overriding goal of longitudinal studies. Maintaining the high cooperation rates achieved in the spring 2004 wave of data collection is of the utmost importance for ensuring that the sample sizes for the tenth grade data collection are of sufficiently large in size to study various groups of students (e.g., racial and ethnic groups, socioeconomic level, etc.). Because some reluctance on the part of students is expected, during the field test students will be given a \$30 incentive to be paid after the student interview and direct assessments are completed. This amount for students is because they are asked to complete more items in the each field test assessment domain, reading, mathematics, or science, than the national assessment, they will be asked to participate in a mode experiment and debriefed about the mode experiment and protocol for measuring their height and weight. Providing incentives to adolescents for participating in surveys has been successfully used in other studies such as ELS: 2002 to ensure high cooperation rates. Indeed the use of incentives for sample members in ELS: 2002 provides clear evidence of their effectiveness. Both in an experiment conducted during the first follow-up field test and during the national study where some schools did not allow the payment of cash incentives, students given cash incentives had significantly higher response rates than students who were not given incentives.

While NCES will strive to persuade teachers of the importance of the study, NCES also recognizes that unusually high levels of burden on teachers could have an adverse impact on participation rates. In addition to completing questionnaires, teachers are asked to be data collectors, recording their observations of their eighth grade students on teacher rating scale forms. On average, teachers will spend approximately 20 minutes completing rating scale forms. This estimate is based on the assumption that each rating scale form will take 10 minutes to complete and that teachers will average one to three students (10 minutes per two students per teacher equals 20 minutes or 0.33 hours).

Generally, teachers in schools where multiple ECLS-K students are enrolled will spend more time than teachers in schools where single ECLS-K students are enrolled. Experience in Phase III indicates that the burden on teachers in these schools is substantially less. Without remuneration for their role as data collectors, ECLS-K teachers would be subject to unusually high levels of burden. Therefore, NCES recommends remuneration as an effective tool for helping teachers understand that NCES appreciates their role as data collector. Given the unusual burden of the ECLS-K and experience in other school-based, longitudinal studies with high institutional and respondent burden, NCES knows that remuneration enhances response rates. It is for the role of data collector that NCES will remunerate participating teachers. During the ECLS-K field test, teachers will be given \$30 with the letter introducing the study and providing them with instructions. This is the approach used in Grade 5. The grade 5 experience during Phase III demonstrates the importance of respondent incentives for teachers. Response rates for teacher questionnaires increased from the 62 to 63 percent range achieved in third grade to 78 to 80 percent in fifth grade. These rates were higher than in any previous years of the ECLS-K and are likely attributable to the higher incentives employed in fifth grade.

Field test schools will be offered a \$200 honorarium, after all data collection activities are completed in the spring, as an incentive to participate in the field test. Given the delay in beginning to recruit field test school, this incentive is necessary to assure sufficient school participation. School coordinators, the school liaison with ECLS-K, will be given a \$30 incentive with their welcome letter to perform all the required field test activities in the school including scheduling a date to conduct the assessment and identifying a location for it, recruiting English classes for sampling students, recruiting eighth grade teachers to participate in the teacher data collection, identifying parent consent issues and followup, inviting students to participate in the assessment and assuring they appear on assessment day. The ECLS-K remunerates the field test school coordinators because they will fulfill a very important role to assure that the field test is successful given the short period of time to recruit schools, teachers, students, and parents into the field test to set it up for spring data collection.

In the ECLS-K, payment to respondents is primarily to defray the time and expense required by their participation in the study. With the exceptions of remuneration for teachers and school personnel complying with their role of data collector, the ECLS-K will comply with the guidelines of 5 CFR 1320.6.

In sum, the remuneration plan for the ECLS-K study of eighth graders is as follows:

1. Parents will receive a token \$2 with the advance package.
2. Students will receive \$30 upon completion of the student interview and direct assessments and the debriefing questionnaire.
3. Teachers will receive \$30 in advance with a cover letter and instructions in the field test.
4. Field test schools will receive a \$200 honorarium after all spring data collection activities are completed.
5. School coordinators will receive \$30 with their welcome letter to complete field test set-up activities.

The effectiveness of the parent, student, teacher, and school administrator incentives used during the field test will be examined through structured interview with respondents and a review of field test response rates to determine whether the amounts should be modified prior to the launch of the national study.

#### **A10. Assurance of Confidentiality**

The ECLS-K Phase IV plan for ensuring the confidentiality of the project conforms with the following federal regulations; the Privacy Act of 1974 (5 U.S.C. 552a), Privacy Act Regulations (34 CFR Part 5b), the Hawkins-Stafford Amendments of 1988 (P.L.100-297, the National Education Statistics Act of 1994, the U.S. Patriot Act of 2001, the Computer Security Act of 1987, NCES Restricted Use Data Procedures Manual, and the NCES Standards and Policies.

**All respondents** who participate in research under this clearance will be informed that the information they provide is and will be kept confidential and that their participation is voluntary. All respondents receive an introductory letter that explains NCES's and the contractor's adherence to confidentiality. This responsibility to provide confidentiality will also be conveyed to state, district, and other school officials at the time their cooperation is sought.

During any personal or telephone interviewing, respondents will be asked if they received the introductory letter. If the respondent does not recall the letter, the interviewer will summarize the key elements of the confidentiality assurances; namely, no data will be released that links the respondent to

his/her responses; participation is voluntary; and there is federal statute that provides protection from disclosure (42 USC 242m, section 308d).

**All data collection staff** must read and sign the contractor's professional ethics statement as well as the Affidavit of Nondisclosure required by NCES.

**After data collection,** confidentiality is fully protected through the use of password-protected data files and the coding of responses so that no one individual respondent can be identified (specifically or by deduction) through reported variables in the public access data files. NCES monitors the conduct of the contractor to ensure that the confidentiality of the data is not breached. A separate locator database for the sample members is maintained in a secure location.

In addition, the contractor will conduct a thorough confidentiality analysis of the ECLS-K data when preparing the public-use files. This analysis will ensure that NCES has fully complied with the confidentiality provisions contained in PL 100-297. To protect the privacy of respondents as required by PL 100-297, respondents with high disclosure risk will be identified and data that can potentially be used to identify those respondents will be masked.

All contractor staff members working on the ECLS-K project or having access to the data (including monitoring of interviews and assessments) are required to sign the NCES Affidavit of Nondisclosure (exhibit A-1) and a Confidentiality Pledge (exhibit A-2). Notarized affidavits are kept on file by the contractor, and documentation is submitted to NCES quarterly.

#### **A11. Sensitive Questions**

The ECLS-K is a voluntary study, and no persons are required to respond to the questionnaires or to participate in the assessments. In addition, respondents may decline to answer any question in the instruments. This voluntary aspect of the survey is clearly stated in the advance letter mailed to respondents and the study brochure, and it is stressed in interviewer training.

The following describes the general nature of the eighth grade instruments.

**School Administrator Questionnaires.** These are not of a sensitive nature and should not pose a problem to respondents.

**Teacher Rating Scale Forms.** This information could be regarded as sensitive, because the teacher is asked to assess each sampled student's ability to exercise self-control, interact with others, resolve conflict, and participate in group activities. Other questions ask about the student's problem behaviors and his/her learning disposition (e.g., curiosity, self-direction, and inventiveness). Because schools often emphasize different skills and concepts, teachers will also be asked to rate student's performance in the curricular areas and domains that are included in the cognitive assessments (e.g., language skills, quantitative skills, and knowledge of the physical, social, and biological worlds).

The purpose of the teacher rating scale of students is both to extend the range of domains assessed (e.g., by gathering information about socioemotional development and adaptation to school) and to deepen our understanding of domains that are being tapped in multiple ways (e.g., by gathering information on cognitive development that will complement and confirm results of the direct assessment). Teacher assessments of students' skills will provide several kinds of information. First, teachers will supply information about student's social skills (including ability to exercise self-control, interact with others, resolve conflict, and participate in group activities); problem behaviors (e.g., fighting, bullying, arguing, anger, depression, low self-esteem, impulsiveness, etc.); and learning dispositions (e.g., curiosity, self-direction, and inventiveness). In addition, teachers will be asked to provide information about the subject-specific cognitive skills and development of students, including both expressive and receptive aspects of language development, quantitative skills, and knowledge of the physical, social, and biological worlds.

**Direct Cognitive Assessments and Questionnaires.** The direct cognitive assessments are essential in determining students' performance levels at the time they enter school and changes in their performance as they progress through school. Because schools often use different standards in their own assessments of students, a uniform set of assessment instruments and procedures is needed for the ECLS-K.

The items to be included in the direct cognitive assessments are not themselves sensitive in nature. However, direct assessments of students do raise certain concerns about the assessment procedures to be used. Of primary concern is the length of the assessments. The cognitive assessments are designed to be administered within a 60-minute time period, on average.

Exhibit A-1. NCES Affidavit of Nondisclosure

**AFFIDAVIT OF NONDISCLOSURE**

\_\_\_\_\_  
(Job Title)

\_\_\_\_\_  
(Date of Assignment to NCES Project)

\_\_\_\_\_  
(Organizations, State or local agency or instrumentality)

\_\_\_\_\_  
(NCES Database or File Containing Individually Identifiable Information)

\_\_\_\_\_  
(Address)

I, \_\_\_\_\_, do solemnly swear (or affirm) that when given access to the subject NCES database or file, I will not

- (i) use or reveal any individually identifiable information furnished, acquired, retrieved or assembled by me or others, under the provisions of Section 406 of the General Education Provisions Act (20 U.S.C. 1221e-1) for any purpose other than statistical purposes specified in the NCES survey, project or contract;
- (ii) make any disclosure or publication whereby a sample unit or survey respondent could be identified or the data furnished by or related to any particular person under this section can be identified; or
- (iii) permit anyone other than the individuals authorized by the Commissioner of the National Center for Education Statistics to examine the individual reports.

\_\_\_\_\_  
(Signature)

(The penalty for unlawful disclosure is a fine of not more than \$250,000 (under 18 U.S.C. 3559 and 3571) or imprisonment for not more than 5 years, or both. The word “swear” should be stricken out wherever it appears when a person elects to affirm the affidavit rather than to swear to it.)

State of Maryland

County of \_\_\_\_\_

Sworn and subscribed to me before a Notary Public in and for the aforementioned County and State this \_\_\_\_\_ day of \_\_\_\_\_  
200\_.

\_\_\_\_\_  
(Notary Public)

## Exhibit A-2. Confidentiality Pledge

### EMPLOYEE OR CONTRACTOR'S ASSURANCE OF CONFIDENTIALITY OF SURVEY DATA

#### Statement of Policy

{Contractor} is firmly committed to the principle that the confidentiality of individual data obtained through {Contractor} surveys must be protected. This principle holds whether or not any specific guarantee of confidentiality was given at time of interview (or self-response), or whether or not there are specific contractual obligations to the client. When guarantees have been given or contractual obligations regarding confidentiality have been entered into, they may impose additional requirements which are to be adhered to strictly.

#### Procedures for Maintaining Confidentiality

1. All {Contractor} employees and field workers shall sign this assurance of confidentiality. This assurance may be superseded by another assurance for a particular project.
2. Field workers shall keep completely confidential the names of respondents, all information or opinions collected in the course of interviews, and any information about respondents learned incidentally during field work. Field workers shall exercise reasonable caution to prevent access by others to survey data in their possession.
3. Unless specifically instructed otherwise for a particular project, an employee or field worker, upon encountering a respondent or information pertaining to a respondent that s/he knows personally, shall immediately terminate the activity and contact her/his supervisor for instructions.
4. Survey data containing personal identifiers in {Contractor} offices shall be kept in a locked container or a locked room when not being used each working day in routine survey activities. Reasonable caution shall be exercised in limiting access to survey data to only those persons who are working on the specific project and who have been instructed in the applicable confidentiality requirements for that project.

Where survey data have been determined to be particularly sensitive by the Corporate Officer in charge of the project or the President of {Contractor}, such survey data shall be kept in locked containers or in a locked room except when actually being used and attended by a staff member who has signed this pledge.

5. Ordinarily, serial numbers shall be assigned to respondents prior to creating a machine-processible record and identifiers such as name, address, and Social Security number shall not, ordinarily, be a part of the machine record. When identifiers are part of the machine data record, {Contractor's Manager of Data Processing} shall be responsible for determining adequate confidentiality measures in consultation with the project director. When a separate file is set up containing identifiers or linkage information which could be used to identify data records, this separate file shall be kept locked up when not actually being used each day in routine survey activities.
6. When records with identifiers are to be transmitted to another party, such as for keypunching or key taping, the other party shall be informed of these procedures and shall sign an Assurance of Confidentiality form.
7. Each project director shall be responsible for ensuring that all personnel and contractors involved in handling survey data on a project are instructed in these procedures throughout the period of survey performance. When there are specific contractual obligations to the client regarding confidentiality, the project director shall develop additional procedures to comply with these obligations and shall instruct field staff, clerical staff, consultants, and any other persons who work on the project in these additional procedures. At the end of the period of survey performance, the project director shall arrange for proper storage or disposition of survey data including any particular contractual requirements for storage or disposition. When required to turn over survey data to our clients, we must provide proper safeguards to ensure confidentiality up to the time of delivery.
8. Project directors shall ensure that survey practices adhere to the provisions of the U.S. Privacy Act of 1974 with regard to surveys of individuals for the Federal Government. Project directors must ensure that procedures are established in each survey to inform each respondent of the authority for the survey, the purpose and use of the survey, the voluntary nature of the survey (where applicable) and the effects on the respondents, if any, of not responding.

#### PLEDGE

I hereby certify that I have carefully read and will cooperate fully with the above procedures. I will keep completely confidential all information arising from surveys concerning individual respondents to which I gain access. I will not discuss, disclose, disseminate, or provide access to survey data and identifiers except as authorized by {Contractor}. In addition, I will comply with any additional procedures established by {Contractor} for a particular contract. I will devote my best efforts to ensure that there is compliance with the required procedures by personnel whom I supervise. I understand that violation of this pledge is sufficient grounds for disciplinary action, including dismissal. I also understand that violation of the privacy rights of individuals through such unauthorized discussion, disclosure, dissemination, or access may make me subject to criminal or civil penalties. I give my personal pledge that I shall abide by this assurance of confidentiality.

---

Signature

NCES has developed instruments appropriate to the ages of the students, and the contractor will make every effort to staff field assessors who have prior experience in working with adolescents to conduct the direct assessments. Issues specific to working with adolescents will also figure prominently in assessor training. The collection of information from students will be collected with active parent consent. Students may not be questioned about the eight sensitive topics identified in the Protection of Pupil Rights Act (PPRA). Every effort will be made to avoid questions that fall into these sensitive subject areas. Items for which it must be determined whether in OMB's interpretation they fall under the PPRA have been marked with an asterisk, and will be deleted if OMB judges them to be sensitive items within the PPRA definition.

**Parent Questionnaires.** Several topics that will be addressed in the parent questionnaire are sensitive in nature. Questions about parent income, child-rearing practices, parental discipline, parents' judgments about their children's academic skills and abilities and parents' marital satisfaction will be included in the parent questionnaire.

Prior research indicates that each of these topics is correlated with student achievement and helps to predict children's preparedness for and success in school. Collecting data on these topics will allow researchers to go beyond descriptive analyses of children's performance by variables, such as race-ethnicity and sex. Researchers will be able to test hypotheses about how a wide range of family variables affects early success in school. It is, therefore, important to include questions on the sensitive topics listed above in the parent questionnaires.

Results from previous rounds of data collection showed that there were very low levels of missing data in the parent interviews. Thus, although there were sensitive items in the questionnaire, parents were willing to provide the required information.

## **A12. Estimated Response Burden**

The estimated respondent burden for the eighth grade national collection and the spring-eighth and tenth grade field test is summarized here and in table A-4.

The spring-eighth grade data collection includes direct cognitive assessments with students, student self-administered questionnaires, parent interviews, regular classroom teacher self-administrated

questionnaires, classroom teacher rating scales of students, special education teacher self-administrated questionnaires, special education teacher ratings scores of students (receiving services), and school administrator self-administered questionnaires. The spring-eighth and tenth grade field test includes direct cognitive assessments with students, student self-administered questionnaires (eighth grade only), regular classroom teacher self-administrated questionnaires and classroom teacher rating scales of students (eighth grade only), and debriefing questionnaires with students, parents, and teachers about the field test methods and procedures. The total number of respondents (school administrators, teachers, students, and parents) without duplication included in the estimate is 31,470. The teacher, parent, student, and school administrator respondent burden translates into a cost amount of \$268,309 for 15,116 hours.<sup>1</sup> The time students will spend completing the assessments has not been included in the estimated burden, nor has the time teachers and school personnel will spend serving as data collectors because these respondents are being remunerated for their time spent on these activities.

<sup>1</sup> An hourly rate of \$17.75 was used to translate teacher, parent, student, and school administrator response time into a dollar amount. This rate is based on the National Compensation Survey. See U.S. Department of Labor (2004). *National Compensation Survey: Occupational Wages in the United States: July 2003*. Washington, DC: Bureau of Labor Statistics. Available online at <http://www.bls.gov/ncs/ocs/sp/ncbl0658.pdf>.

Table A-4.—Respondent burden chart

<b>Eighth grade followup</b>							
Respondent type	Sample N	Response rate/ selection rate	Number of respondents	Hours per instrument	Number of instruments per respondent	Total hours	Total number of instruments
<b>Spring-Eighth Grade Main Study (Spring 2007)</b>							
Spring School Administrator Questionnaires (SQ)	2,829	0.85	2,405	0.50	1	1,203	2,405
Spring Classroom Teacher Questionnaire (TQ)	6,224	0.90	5,602	0.63	1	3,529	5,602
Spring Special Education Teacher Questionnaire (SP)	708	0.90	637	0.63	1	401	637
Spring Student Questionnaire	12,129	0.90	10,916	0.25	1	2,729	10,916
Spring Parent Interview	12,129	0.85	10,310	0.65	1	6,702	10,310
<b>Eighth and Tenth Grade Field Test (Spring 2006)</b>							
Eighth Grade Spring Classroom Teacher Questionnaire (TQ)	400	1.00	400	0.63	1	252	400
Eighth Grade Spring Student Questionnaire	1,200	1.00	1,200	0.25	1	300	1,200
<b>Study Total</b>	<b>35,619</b>	<b>NA</b>	<b>31,470</b>	<b>NA</b>	<b>NA</b>	<b>15,116</b>	<b>31,470</b>

NA Not applicable

**Teacher Burden.** As discussed in Supporting Statement Item A9, when teachers complete the teacher rating scale forms, they are acting as data collectors, providing assessments of the sampled children; they are not acting as respondents for themselves; they are not providing data about themselves. If teachers were not remunerated for completing the rating scale forms, the time burden on teachers would increase substantially from that shown in Table A-4. Table A-5 includes the number of teacher respondents, both classroom and special education teachers, as well as the number of student responses they will be reporting for the eighth grade national study. The table includes 5,602 classroom teachers and 637 special education teachers as well as 10,310 children about whom they are reporting.

Table A-5.—Time burden for teachers (rating scale forms)

Teacher burden (rating scale forms)	
Total number of teacher respondents	6,239
Total number of student responses	10,310
Total hours	2,083
Average hours per respondent	0.334

For the spring-eighth grade collection, the classroom teacher rating scale forms would add approximately 1,871 hours: (5,602 teachers x 0.167 hours per student x 2 students per teacher). Overall, the classroom teacher burden would increase by more than 50 percent if teachers were not compensated for completing the teacher rating scale forms of students. The special education teacher forms would add 213 hours of burden if these persons were not compensated.

### **A13. Annualized Cost to Respondents**

There are no costs to the respondents to participate beyond the time needed to answer the questionnaires, for teachers to collect assessment data, and for the students to participate in the cognitive assessments. These costs are summarized in the previous section describing respondent burden.

#### **A14. Annualized Cost to the Federal Government**

This information collection activity has been developed in performance of NCES contract ED-01-CO-0100. The period of performance for the ECLS-K, including the field test, and national study, runs from August 2005 through December 2007. The total cost to the government for contractor and subcontractor costs is \$13,952,703. This cost covers one eighth grade data collection, one eighth and tenth grade field test, and the design enhancements. Table A-8 provides the costs by year.

Table A-6.—Study costs per year

Year	Amount
2005	\$2,790,541
2006	\$9,766,892
2007	\$1,395,270

Any changes in the cost of the information collection to the government resulting from the field test experience will be reported to OMB in memoranda describing the changes and their rationale.

#### **A15. Reasons for Program Changes**

The change in the burden from the last clearance for ECLSK is a reduction because the prior round was a full scale activity and the current clearance request is for field test work. The number of respondents was reduced from 30,908 to 1,600 (a reduction of 29,308 respondents) and the number of burden hours was reduced from 11,030 to 552 (a reduction of 10,478 hours). However, this is a reinstatement since the previous collection expired. ED is requesting +552 hours as a program change.

#### **A16. Publication Plans and Project Schedule**

##### **A16.1 Publication Plans**

In addition to the delivery of the data to NCES, the contractor will produce a restricted-use file and a public-use file, with codebooks and user manuals. All data will be merged to the child level. These files will include all instrument variables and any relevant associated variables, such as composites

or scores. These variables will be in the format of the Electronic Code Book (ECB), and a record layout will be provided so that analysis packages other than SAS/PC and SPSS/PC could be used (e.g., analysis packages for the Macintosh).

The ECB allows users to browse through the different data files, creating lists of variables for further analysis. These variables may either be examined as code book items (including full variable descriptions with unweighted frequencies) or may be used to subset other variables. The ECB software also writes out SAS and SPSS code to read in the data files, should the user want to conduct further analyses using either statistical package. The ECB will be delivered with a user's guide that provides details on the contents of the data files, hardware/software needs and considerations, ECB features, installation procedures, and step-by-step descriptions of how to use the ECB.

In addition to the public-use and restricted-use files, a public-use longitudinal file will be provided. This public-use data file combines data from the kindergarten and first grade, third grade, fifth grade, and eighth grade years. It will contain cross-year weights so that analysts can examine children's growth and development between kindergarten and eighth grade. To streamline the file, certain discreet pieces of data, such as the household roster that lists all household members and their relationship to the sampled child, are not included on the file. Instead, composite variables summarizing these data will be added to the file.

The data file user's manual will include an introduction to the purpose and scope of the ECLS-K, as well as how the ECLS-K fits in the overall picture of NCES/U.S. Department of Education data collection efforts; a description of the ECLS-K design and questionnaires; information about sampling and weighting; a discussion of the data collection effort; a review of the data preparation activities, including coding and editing and the systems that supported that work; a guide to the layout of the data file and to the layout of the codebook; and an explanation of any anomalies or pitfalls that users may encounter while using the data.

NCES understands the legal and ethical need to preserve the confidentiality of the ECLS-K survey data, and, with the contractor, has extensive experience in developing public use data files that meet the government's requirements to maintain individual confidentiality. The researchers have experience on other surveys meeting the standards set forth in "Statistical Standards for Maintaining Confidentiality." A variety of masking strategies will ensure that individuals may not be identified from the public data files. These strategies include omitting key identification variables such as name, address,

telephone number, school name and address, and state or ZIP Code from the public use file; collapsing categories or developing categories for continuous variables to retain information for analytic purposes while preserving confidentiality; and “topcoding” continuous variables.<sup>2</sup>

The confidential, restricted-use file will be a superset of the public-use file. That is, the restricted-use file will contain all variables, including variables that have been changed for confidentiality reasons.

Other ECLS-K Phase IV reports or publications include the detailed methodological reports (one for the field test and full-scale study) describing all aspects of the data collection effort and psychometric properties of the assessment instruments and a descriptive report that presents the profile of the ECLS-K children in eighth grade.

## **A16.2 Project Schedule**

The schedule for the ECLS-K is demanding. Table A-9 details the critical project milestones.

Table A-7.—Critical project milestones

Contract award	August 30, 2005
Start of grade 8/10 field test data collection	March 1, 2006
End of grade 8/10 field test data collection	June 7, 2006
Start of 8th grade data collection	March 22, 2007
End of 8th grade data collection	August 19, 2007

## **A17. Approval for Not Displaying the Expiration Date for OMB Approval**

No exemption from the requirement to display the expiration date for OMB approval of the information collection is being requested for the ECLS-K.

<sup>2</sup> Topcoding refers to the process of recoding outlier values to some acceptable end value. For instance, everyone with a personal income higher than \$100,000 may be recoded to \$100,000 to eliminate the outliers.

## **PART B. COLLECTIONS OF INFORMATION EMPLOYING STATISTICAL METHODS**

### **B1. Statistical Design and Estimation**

#### **B1.1 Introduction**

The spring 2007 eighth grade Early Childhood Longitudinal Study-Kindergarten Class of 1998-99 (ECLS-K) sample will be a longitudinal sample from the student population who responded in the spring 2004 data collection. In the spring 2007 eighth grade data collection, care will be taken to use procedures to avoid the potential deterioration of the sample due to attrition and mobility. Procedures similar to those used in the fifth grade rounds of data collection will be used to address this concern.

#### **B1.2 Sampling**

A major concern of any longitudinal survey is retaining the sampled members across the entire duration of the study because attrition may bias the estimates. For the ECLS-K, there is considerable evidence that students who are mobile are more likely to be “at risk” and have different characteristics than those who are not mobile, thus increasing the chances for bias if mobile students are not retained in the study.

In the spring 2004 follow-up data collection, various subsampling rates for certain subgroups of movers to control the costs of the study were used. The subsampling rates varied between 15 percent for non-language minority movers with missing data points to 75 percent for language minority movers with longitudinal data. The plan for the eighth grade sample is to include all the respondents from the spring 2004 data collection and follow all movers without any subsampling.

#### **B1.3 Analytical Subgroups and Sample Sizes**

In the ECLS-K, the student is the ultimate analytic unit; all other respondents are linked to the student as contextual data sources.

The spring 2004 data collection began with 16,143 sample students (after the exclusions of groups of movers detailed above) and resulted in 12,129 students eligible for the data collection and 11,820 respondents. The number of spring 2004 or grade 5 respondents for most of the key analytic groups is much larger than 1,000 students except for students in non-Catholic private schools (751) and API students (971).

## **B2. Data Collection Procedures**

### **B2.1 Tracking the Sample**

In Phase III a tracking system database was developed for the ECLS-K and the following sample tracking activities were conducted: (1) the entire household (parent) address database was submitted to postmasters for address corrections (ACR); and (2) a respondent mailing was sent to parents, asking them to report any changes in sampled students' schools and/or home addresses. Household updates resulting from those two activities were recorded in the ECLS-K tracking system database. Building on these tracking activities from Phase III, the updated information about the household location of sampled ECLS-K respondents (parents and students) will continue to be collected. In addition, a function will be added to the ECLS-K tracking system to collect information about changes in students' schools.

In October of the school year, a respondent newsletter similar to the one that was produced and mailed after spring-fifth grade will be mailed to the ECLS-K households. The newsletter will contain information about the results of the fifth grade data collection. As with the Phase III respondent tracking mailing, households will be encouraged to contact the contractor regarding updates to their household location and their students' schools.

Households that are marked as “unlocatable” in the tracking system will be subjected to telephone followup.

The advance school contact described in the eighth grade data collection procedures that follow will also identify students who have changed schools. Information about these students' new schools will be recorded and updated in the ECLS-K tracking system database in preparation for national data collection.

## **B2.2 Eighth Grade Study**

This section presents the data collection plan for the spring-eighth grade. Topics covered in this section include advance contact with schools, conducting student assessments, conducting parent interviews, and distributing and collecting hard-copy instruments.

**Advance Contact.** Eighth grade data collection will begin in fall 2006 with an advance contact with the sampled schools. The advance contact will alert the school coordinators to the upcoming data collection scheduled for spring 2007 and ask them to provide some information regarding the sampled ECLS-K students enrolled in their school, including (1) student's enrollment status (withdrawn or currently enrolled in their school); (2) student's grade; (3) student's regular teacher name and room number; (4) information on any accommodations the student requires for the direct assessment; (5) if the student receives any special education services; and if so, (6) the primary special education teacher's name. In addition, school coordinators will be asked to provide any possible information regarding the new (transfer) school into which withdrawn students may have enrolled.

**Hard-Copy Instrument Mailout.** The advance school contact will have identified most of the sampled students' regular classroom and special education teachers, as well as the school administrators, in fall 2006. In February 2007, the contractor will mail the hard-copy questionnaires for these respondents, embedded within information packets, to the schools. The information packets will be addressed to the school coordinator with instructions to distribute them to the identified teachers and the school administrator. Each packet will include the following (1) the questionnaire(s) to be completed; (2) an introductory letter with instructions on how to complete and return the instruments; (3) an addressed, postage-paid return mailer; and (4) a brochure with information on the study.

**Student Assessment.** Each sampled student will be administered a self-administered assessment. Each of the assessment sections (reading, mathematics, and science) has a routing test that directs the student, depending on the student's skills, into one of three second-stage tests. In addition, the assessment will include a self-administered socioemotional questionnaire, as well as collecting the student's height and weight. The assessment and questionnaire will be administered in small groups or individually in schools where there is only one ECLS-K student enrolled and will last about 75 minutes.

**Student Questionnaire.** The students will complete a questionnaire that asks about their dietary habits, schooling, and experiences in and outside of school.

**Parent Interview.** The parent or guardian will be interviewed over the telephone or in person. The parent instrument will ask about family structure, family practices, and parental involvement in school. Parents will also be asked to provide their opinions on their students' level of physical functioning, health, and disability status. Because it will have been 2 years since family information was collected, the parent interview will also include updates to the household composition, family income, education levels, and other demographic indicators.

**Teacher and School Questionnaires.** Classroom and special education teachers of sampled students will be asked to complete self-report questionnaires about their background and curriculum and classroom practices for the eighth grade.

Teachers (classroom and special education) of the sampled eighth graders will also complete rating scale forms, which assess the student's socioemotional and cognitive skills. These forms are self-reported and will be keyed at the contractor's central facility after collection is complete. By using teacher rating scales, the National Center for Education Statistics (NCES) will gather data from a source that has first-hand knowledge of the student and his/her activities in a school environment.

School administrators will complete self-report questionnaires. Information about the school administration, the staff, and the building will be collected through these questionnaires.

### **B2.3 Eighth/Tenth Grade Field Test**

Field staff will contact and recruit schools to participate in the field test. Student assessments will be administered in small group settings with sampled students at each of the participating schools by trained field staff. Direct assessments will be administered using a six-booklet six-block spiral design. Each student will receive one of two versions of two of the cognitive domain tests (e.g., Mathematics 1 and Reading 1, Mathematics 2 and Science 1, etc.) and the socioemotional questionnaire. Because many students' levels are either above or below modal grade levels, the same set of field test forms will be administered to students in grades eight and ten.

Teachers from the eighth grade, in each sample school will be asked to complete two versions of the academic rating scale and the social skills rating scale for five students from their classrooms. Teachers will be asked to select one student above grade, two students one grade level, and two students below grade level in their classrooms.

Parents of students sampled for the field test will be informed about the ECLS-K with a letter and through the distribution of information sheets and brochures. As practiced in previous field tests and in the main study, the ECLS-K contractor will work with the sampled schools to obtain parental consent. The ECLS-K contractor will follow the consent procedures defined by the schools. Parents and teachers will be informed that participation is voluntary, that all information is kept confidential, and that individual identifiers are removed from all reports of findings. If the parent/guardian of a student refuses to give consent to participate in the ECLS-K, the assessments will not be administered.

### **B3. Methods for Maximizing Completion Rates**

This section describes the methods the contractor will use to maximize completion rates for student assessments, parent interviews, and hard-copy questionnaires.

#### **B3.1 Working with Schools**

School participation is integral to the success of the study. Without the school's cooperation, there can be no school, teacher, or student data collection activity for the facility.

NCES recognizes that administrators will assess the burden level before agreeing to participate. To minimize this perceived burden, NCES intends to continue its use of two strategies that have not only worked successfully on two other major NCES studies (HS&B and NELS:88) and its in-school followup studies but were also used in Phase II of the ECLS-K with OMB's approval.

First, the contractor will request that an ECLS-K coordinator be appointed from the school staff and serve as a liaison with the contractor's field staff. In a few cases, (i.e., schools with grade spans

to 8th grade), participating schools have already done this in Phase III. The requirements of this study are extensive, and the coordinator will arrange the following:

- Logistics of scheduling and assembling sampled children for individual assessments;
- Space for conducting the assessment;
- Collection of parent consent forms (when required);
- Distribution and collection of teacher questionnaires and rating scale forms; and
- Assembly of specific enrollment and locating information (for following transfer students).

### **B3.2 Student Assessments**

There are two main areas in which completion rates can be maximized for the student assessments: (1) accommodating students who are absent on scheduled assessment days and (2) locating students who move.

**Absent Students.** Some students will be absent from school during the time that assessments are scheduled at any given school. The contractor will set aside days throughout the field period in which some field staff have no assessments scheduled, so that make-up assessments can be more easily conducted. As in Phase III, a make-up assessment will be conducted for any student who can be assessed during the field period. If an in-school assessment cannot be scheduled, field supervisors will contact parents to make arrangements for in-home assessments for absent students.

**Locating Students Who Move.** Locating transfer students who move, and particularly the new school in which they are enrolled, is critical in maintaining high completion rates for student assessments overall. As discussed in section B2 (Data Collection Procedures, Tracking the Sample), the ECLS-K has established an effective tracking system and database for students and parents. The data collection plan to contact schools in the fall of the school year provides early information on the schools of previously identified students who move, as well as newly identified students who move. This early identification of these students gives the contractor ample time to locate them prior to the beginning of the national study field period and ensures contact with new districts and schools in time to arrange for assessments early in the spring of the school year.

### **B3.3 Parent Interviews**

There are three main areas in which completion rates can be maximized for the parent interviews: (1) flexibility in scheduling interviews, (2) locating parents of students who move, and (3) avoiding refusals and converting initial refusals to completed interviews.

**Flexibility in Scheduling Interviews.** Effective calling patterns are essential for achieving high response rates on all telephone surveys. Previous experience shows that individual respondent schedules (work, classes, recreational activities, vacations, etc.) have a more negative effect on the level of nonresponse when call attempts are limited to a short time span. A larger percentage of the initially noncontacted numbers will be converted to a positive outcome if the call attempts are distributed. Completion rates improve when interviewers call on different days of the week and at varying times of the day and evening.

To establish initial contact with a parent of a sampled student, field staff will be trained to place two day, three evening, and two weekend calls over a two-week period. These calls will be made in a nonsequential set of targeted time periods called “time slices.” The time slices and required number of calls are as follows:

	Required Number of Calls
■ Weekday 10 a.m. to 3 p.m.	1
■ Weekday 3 p.m. to 6 p.m.	1
■ Weekday 6 p.m. to 9 p.m.	1
■ Weekday 6 p.m. to 7:30 p.m.	1
■ Weekday 7:30 p.m. to 9 p.m.	1
■ Anytime Saturday or Sunday on separate weekends	2

If, after seven call attempts, no contact has been made with the parent, the field staff are instructed to review the case with the field supervisor for additional instructions on how to proceed. The

supervisor may instruct the field staff to conduct one or more of the following procedures: (1) send a letter to the parent; (2) contact the school coordinator to see if the school can help or offer any insight into contacting the parent; (3) contact one of the “other contacts listed for the parent”; or (4) contact the “nonresident” parent, if applicable.

Once contact is established, up to seven additional calls will be made to complete the parent interview. If the interview is not completed and the respondent has not refused, the field staff may be instructed to attempt an in-person interview. During the last few weeks of data collection, noncontact and uncompleted cases will be visited in-person as appropriate to improve response rates.

**Locating Parents of Transfer Students.** Locating parents of students who move is critical in maintaining high completion rates for parent interviews overall. As discussed in section B2 (Data Collection Procedures, Tracking the Sample), the ECLS-K has established an effective tracking system and database for students and their parents. Early identification of the students who move will also provide ample time to locate the parent.

**Refusal Avoidance and Conversion Procedures.** Another technique that will be used to maximize the parent interview response rate is to conduct training sessions based on the Phase III ECLS-K Refusal Avoidance/Conversion Workshop during the course of supervisor and assessor training. The session includes analyzing the reasons for refusal on the ECLS-K study, preparing answers for different situations, using the voice effectively, and role-play situations between trainer and interviewer and between interviewer and interviewer. Thus, refusal conversion training will focus specifically on addressing reasons for refusals on the parent interview component of the ECLS-K study.

The refusal conversion workshop was developed from a series of focus groups with fall-kindergarten field staff to determine the types of resistance being expressed by parents. The focus group information was used to generate a framework for the workshop materials and procedures. A written conference guide was distributed to field staff, and they completed written exercises on refusal conversion. This material and the exercises will be built into the assessor and supervisor training sessions on conducting parent interviews.

During the parent interview data collection period, supervisors and field managers will review initial refusals with the field staff, putting a particular emphasis on reviewing the interviewer record of calls, which will be available to supervisory staff on a weekly basis. If a refusal occurs, the

interviewer will be instructed to record key demographic information about the refusing respondent and the respondent's reason(s) (if given) for refusing to participate. This information will be evaluated by the field supervisor to convert refusals.

Cases identified for refusal conversion will be assigned to a select group of field staff identified as possessing the necessary skills to act as refusal converters. Field managers will hold telephone conferences with the identified field staff to review the refusal conversion procedures and discuss strategies for converting refusals.

#### **B3.4 Hard-Copy Instruments**

There are three main areas in which completion rates can be maximized for hard-copy instruments: (1) early distribution of instruments to schools that have participated in prior rounds of data collections and schools new to the study, (2) effectively communicating the importance of school administrator and teacher participation, and (3) the efforts made by supervisory staff to avoid refusals and to convert initial refusals to cooperating respondents.

**Early Distribution of Instruments.** Feedback from prior round participating school administrators and teachers indicated that there would be increased participation if they have more time to complete the hard-copy instruments. As described earlier, the advance school contact will identify most of the sampled students' regular classroom and special education teachers, as well as the school administrators, in prior round schools and previously identified transfer schools in the fall of the school year. The plan is to send these school and teacher questionnaires, along with an information packet, in February of the school year. This schedule will allow two months of additional time for these respondents to complete and return the instruments to the contractor.

**Effective Communication with New Transfer Schools.** The participation of newly identified transfer school administrators and teachers can be increased by effectively communicating information about the ECLS-K, including the goals of the study, what the study measures, the various components, why it is important that schools and teachers participate, the study activities to date, the plans for the future, and perhaps some overall results from previous rounds of data collection. Effective respondent materials, as well as telephone contact early in the data collection field period by supervisors

who are trained to convey this information efficiently and completely, will help maximize the participation by new transfer schools.

**Refusal Avoidance and Conversion Procedures.** As part of the spring-first grade hard-copy data retrieval effort conducted in fall 2000, an effective set of procedures to avoid convert refusals was developed. These procedures will be incorporated into the supervisor training sessions. Much like the Refusal Aversion/Conversion Workshop for ECLS-K parent interviews, the training session for hard-copy refusal aversion/conversion will include analyzing the reasons for refusal on the ECLS-K study, preparing answers for different situations, using the voice effectively, and role-play situations between trainer and interviewer and between interviewer and interviewer. Thus, this refusal conversion training will focus specifically on addressing reasons for refusals on the hard-copy instrument component of the ECLS-K study.

#### **B4. Test of Procedures to be Undertaken**

##### **B4.1 Eighth/Tenth Grade Field Test**

The field test of the eighth/tenth grade assessment is a test of items, procedures, and methods that will be used in the main study. By conducting the field test, NCES will identify the items that best meet the requirements of a longitudinal measure of students' growth within the cognitive and socioemotional domains in the most efficient manner for the main study. Analysis of the field test will result in the final eighth/tenth grade assessment instruments and socioemotional questionnaire, learn how to best train field managers and interviewers to administer psychometric-based assessments to adolescents.

The field test will result in simplified and efficient instruments and procedures designed to collect quality data with the least amount of burden on respondents.

#### **B5. Individuals Responsible for Study Design and Performance**

The following individuals are responsible for the study design and the collection and analysis of the data on ECLS-K.

Jerry West, formerly of NCES	(202) 484-4516 (presently at Mathematica Policy Research)
Elvie Germino Hausken, NCES	(202) 502-7352
Peter Tice, NCES	(202) 502-7497
Jill Walston, ESSi	(202) 403-6155
Karen Tourangeau, Westat	(301) 251-8265
Christine Nord, Westat	(301) 294-4463
Thanh Le, Westat	(301) 610-5105

## PART C. JUSTIFICATION OF THE ECLS-K QUESTIONNAIRES

### C1. Introduction

This section presents the content of the five Early Childhood Longitudinal Study - Kindergarten Class of 1998-99 (ECLS-K) eighth and tenth grade questionnaires in detail. The five instruments are:

- **Student Interview** - to be administered to all students and dropout students in the study. The student instrument asks about school experiences, extracurricular activities, family and peer relationships, general health, civic attitudes, and expectations for the future.
- **Parent Interview**— to be administered to all parents/guardians of children in the study. The parent instrument asks about family structure, family resources, family practices, and parent involvement in school. Parents provide information on children's social skills that are comparable to those in the student questionnaire and also report on their children's level of physical functioning, health, and disabilities.
- **School Principal/Director Questionnaire**—to be completed by the principal or director of each school attended by a child in the study. This instrument includes a broad range of questions about the school setting, policies, programs, and practices at the school level and in the target grade of study children and questions about the principal and about the teaching staff.
- **Teacher Questionnaire**—to be completed by all English teachers of children in the study and the mathematics and science teachers for one-half of the children each. The instrument includes questions about the classroom and student characteristics, instruction, school climate and teacher efficacy, and background teacher information.
- **Special Education Teacher Questionnaire**—to be completed by the special education teacher or service provider for children in the study who have Individual Education Programs (IEPs). This questionnaire is split into two sections. The first section includes questions about the teacher's background and training. The second section is completed for each child who has an IEP and includes child characteristics and services the child receives.

Section C3 presents the content of the eighth and tenth grade field test questionnaires.

Section C4 presents the research questions for ECLS-K and relates the constructs to the key questions in the instruments.

## **C2. Eighth and Tenth Grade Field Test Data Collection**

### **C2.1 ECLS-K Student Interview**

The ECLS-K is a longitudinal study of more than 21,000 children who will be followed from kindergarten through high school. Thus far, data collection has been completed for kindergarten, first, third, and fifth grade. No data were collected for children in the second or fourth grade. The current OMB submission includes questionnaires that will be used for children in the spring of eighth and tenth grade.

The children in the study are from a broad range of family and community backgrounds and entered kindergarten with widely differing abilities and levels of preparation for school. Understanding these variations and examining the ways in which home, school, and peer environments interact in relation to them as children progress through school is a key goal of the ECLS-K. Conducting interviews with students is central to obtaining the information necessary to measure these constructs over time.

The student and student dropout questionnaires are included in Appendix A.1 and A.2. The student questionnaire is written so that students answer questions at each grade level, unless noted otherwise. Students are asked questions that address topics central to adolescent development, with a primary focus on topics that are important for understanding adolescent academic achievement. The student dropout questionnaire is designed for the spring 2009 data collection when most of the children in the study are in tenth grade. Student dropouts will provide information on the reasons they decided to leave school and their general plans for the future.

The sections of the student questionnaire and abbreviations are shown below.

- School Experiences (SE);
- Schoolwork (SW);
- Activities (AC);
- Working (WO);
- About Yourself (AY);
- Parents and Friends (PF);
- Home Language (HL) – 8<sup>th</sup> grade only;
- General Health (GH);

- Weight and Exercise (WE);
- Civic Attitudes and Beliefs (CA);

**School Experiences.** The ECLS-K is designed to collect information on a wide variety of students' school experiences. Most of the constructs on the student questionnaire are related to school experiences.

The student questionnaire will collect the following information about school experiences:

- Grade level;
- Academic track;
- Education support services;
- School connectedness;
- Attendance;
- Bullying and fighting.

These constructs reflect important dimensions in students' school experiences that shape their development. Grade level information helps monitor students' on-time advancement from one grade to the next. Academic track information summarizes the nature and focus of the student's school experiences, distinguishing general from vocational or college preparatory emphasis. Support services information such as dropout prevention programs or special college-preparation programs may influence students' dropout propensity and prospects for pursuing higher education, as may school connectedness, measured here by reports of school-related affect such as enjoying being at school. Student development is related to the fit or match between students and their schools (Eccles et al., 1993), and the school connectedness measures may tap into an important aspect of this fit between students and schools. School attendance reports help to identify chronic absenteeism that may reduce the amount of time available for schooling by an appreciable amount. Information on fighting and experiencing bullying are collected because such experiences can have deleterious effects on adolescent psychological adjustment, academic achievement, and may even contribute to a cycle of violence (Juvonen, Nishina, and Graham, 2000; Spivak and Prothrow-Stith, 2001).

**Schoolwork.** The nature and extent of students' schoolwork is a fundamental to their achievement and development.

The student questionnaire will collect the following types of information about schoolwork:

- Student engagement;
- Grades;
- Tutor/mentor assistance;
- Academic expectation;
- SAT and AP tests.

Students will provide information about their engagement with school by reporting their efforts in school, the importance they attribute to getting good grades, how well they get along with others at school, and how much time they spend on homework. These measures reflect aspects of student motivation to succeed (see Eccles, Wigfield, and Schiefel, 1998) and likely contribute to academic success. Students will also report their typical grades in English, mathematics, history or social studies, and science. Even though transcript data will be collected at a later point, but collecting it directly from the student will make this essential information available to researchers more quickly and will permit a study of the reliability of self-reports. Students will report whether they have had a tutor or mentor to help them with math or reading skills, which will indicate the availability of a potentially valuable resource to the students. Students will also report the highest level of education they expect to obtain, which may be predictive of effort and achievement over time. The entrance exam scores represent valuable indicators of achievement and ability, and having taken these tests constitute a concrete step towards preparing for college admissions. AP exam scores are not available at the time that the ECLS-K questionnaires will be completed, but taking or planning to take these tests is mark of achievement and can represent progress towards a college degree.

**Activities.** Adolescents pursue a wide range of leisure activities, with some participating in school or non-school based organized activities and others pursuing unorganized activities. Research has shown that adolescent participation in organized activities, such as athletics, has been shown to have a positive effect on academic outcomes (Videon, 2002), while pursuing less active forms of leisure such as television watching has been shown to have negative effects on educational attainment (Hancox, Milne, and Poulton, 2005).

The student questionnaire will collect information on the following types of activities:

- School-sponsored activities;
- Non-school sponsored activities;
- Reading books;
- Reading newspapers and watching TV news;
- TV and video game use;
- Computer use.

**Working.** Adolescents begin acquiring paid work experience as early as age 12, with estimates suggesting that 80 to 90 percent of adolescents work for pay at some point during high school and that nearly one-half of 12<sup>th</sup> grade students work an average of 20 or more hours per week during the school year (Staff, Mortimer, and Uggen, 2004). Current research is still divided about the effects of adolescent paid work experience. There is evidence that paid work decreases adolescent pursuit of good leisure and school-work activities while increasing the pursuit of bad leisure activities such as substance use, having sex, and delinquency. There is also evidence that paid work does neither, especially when adolescents only engage in moderate amounts of paid work. Finally, there is evidence that paid work in adolescence reflects precocious development; meaning that early engagement in bad leisure activities (e.g., substance use) increases the likelihood for paid work (Staff, Mortimer, and Uggen, 2004). Given the potential for negative effects on school-related activities one area of interest in this study is adolescent work experience during the school year.

The student questionnaire will collect the following information about work experience:

- Ever work for pay during current school year;
- How many months did student work in current school year;

- How many hours per week did student work in the current school year;
- How many hours were on the weekend;
- School-related consequences of work;
- Is current or most recent job related to job student wants in the future.

**About Yourself.** Adolescence is the time period where students have a heightened awareness of their self-image as they begin becoming more autonomous and responsible for making major decisions for themselves (Rosenberg, 1989). In the third and fifth grade data collections the ECLS-K asked students to respond to a self-description questionnaire, and the current plan is to continue administering an age-appropriate self-description questionnaire.

The student questionnaire will collect the following information:

- Self-description questionnaire;
- Perseverance and work style;
- Kindness;
- Race/ethnicity of their friends;

**Parents and Friends.** Parents remain as the central social and emotional resources for adolescents despite transformations in the parent-child relationship during the adolescent years (Collins and Laursen, 2004). Parental influence during adolescence is still important for school performance, expectations for the future, and relationships with adolescent peers and adults.

The student questionnaire will collect the following information about parent relationships:

- Parent communication;
- Parental monitoring;
- Parental expectations;
- Parenting style;
- Social support (receipt of).

Peer relationships are very important in the lives of adolescents since they represent a challenging social context that consist of dyadic relationships, small groups, and crowds (Brown, 2004). Most adolescents report having at least one close friend and tend to choose friends who are like themselves. Given the importance of peer relationships one consistent line of inquiry has been to understand the effects of peer influence, or more specifically whether and how adolescent peers affect one another (Brown, 2004). One area of interest in this study is gauging the peer characteristics and values of the adolescents participating in the ECLS-K as research has indicated that peer group membership is associated with academic achievement (Wentzel and Caldwell, 1997).

The student questionnaire will collect the following information about peer relationships:

- Characteristics and values of friends;
- Social support (receipt of).

**Home Language (8<sup>th</sup> grade only).** Language-minority children have lower average levels of educational achievement than native English speakers (Abedi, Lord, and Hofstetter, 2001) and generally lag behind native English speakers in terms of educational indicators (Klein, Bugarin, Beltranena, and McArthur, 2004). The ECLS-K has collected information on home language in prior rounds of data collection. To update this information, and to permit the analysis of language minority status in relation to developmental and educational indicators, the following data will be collected in grade 8 to address children's home language:

- Usage of language other than English at home;
- Proficiency in non-English home language.

**General Health, Weight, and Exercise.** Approximately 16 percent of adolescents aged 12 to 19 were classified as overweight in 2002 (Hedley, Odgen, Johnson, Carroll, Curtin, and Flegal, 2003); though the Centers for Disease Control (CDC) has estimated that nearly 30 percent of ninth to twelfth grade students in 2003 described themselves as slightly or very overweight. Additionally it is estimated that among overweight children three out of every five also have a risk factor for heart disease such as high cholesterol or high blood pressure (Freedman, Dietz, Srinivasan, and Berenson, 1999). The CDC also estimated that in 2003 only 28 percent of ninth to twelfth grade students attended physical education classes daily, that 63 percent exercised or participated in physical activity for 20 minutes or longer that

made them sweat or breathe hard at least three or more of the past seven days, and that 12 percent of students did not engage in any vigorous or moderate physical activity over the past seven days.

The ECLS-K has collected height and weight measurements at each data collection period throughout the entire study. The plan is to continue collecting the height and weight measurements and ask students about their perceptions of their own weight, forms of dieting they may be considering, and the amount of exercise they get.

The student questionnaire will collect the following information about general health, weight, exercise, and food consumption:

- Overall health status;
- Aches and pains;
- Sleep;
- Perception of weight;
- Dieting;
- Physical activity;

**Civic Attitudes and Beliefs.** Civic development is the process by which individuals become competent citizens and come to understand their role in democratic society. Civic development has long been recognized as one of the critical developmental tasks of adolescence (Coleman, 1974; Flanagan and Gallay, 1995; Havighurst, 1953). Today there is substantial research interest in civic development, focusing on its connections to civil society, social capital, and democracy. This research emphasizes the need to understand a variety of aspects of civic development, including support or alienation from the political system (Easton and Dennis, 1980), participatory citizenship (Youniss and Yates, 1997), knowledge of democratic norms (Baldi et al., 2001), the attribution of responsibilities for addressing social problems (Crystal and DeBell, 2002), and social trust (Rahn and Transue, 1998).

Civic participation information regarding community service activities will be gathered in the Activities section of the student questionnaire. In addition, the Civic Attitudes and Beliefs section will include the following constructs:

- Political system support;

- Citizenship ideals;
- Gender equality;
- Knowledge of democratic norms and attribution of responsibilities to government;
- Trust.

## **C2.2 ECLS-K Parent Interview**

The role of the parent in these interviews is to provide information on their child's home environment, including parenting practices, family interactions, expectations for behavior and performance, and the family's involvement with the school. In addition, the parents provide complementary information on their child's physical and emotional health, as well as information their child's access to regular medical services. The ECLS-K defines the parent to be interviewed as the child's primary caretaker at the time of the interview. Information will also be collected about other parental figures in the household.

In order to provide continuity with measures used with parents of fifth graders, some of the content from earlier data collection points is included in the extension instruments. Some questions have been modified slightly to be appropriate to eighth and tenth graders. In addition, several questions were adapted and modified from existing NCES surveys that have targeted middle and high school populations such as the NELS:88, and the ELS:2002. Items new to the ECLS-K and their sources are shown in the questionnaire above the new question. Those that have been changed for the ECLS-K are listed as "modified." The parent questionnaire is located in Appendix B.

The sections of the parent questionnaire and abbreviations are shown below:

- Introduction (section INQ);
- Parent Involvement (section PIQ);
- Schooling (section SCQ);
- Home Environment, Activities, and Cognitive Stimulation (section HEQ);
- Critical Family Processes (section CFQ);
- Discipline, Warmth, and Emotional Supportiveness (section DWQ);

- Non-resident Parent Questions (section NRQ);
- Primary Home Language (PLQ);
- Child Health and Well-being (section CHQ);
- Parent's Psychological Well-being and Health (section PPQ);
- Parent Education (section PEQ);
- Parent Employment (section EMQ);
- Welfare and Other Public Transfers (section WPQ);
- Parent Income and Assets (section PAQ);
- Food Security (section FDQ);
- Child Mobility and Plans to Move (section CMQ).

**Parental Involvement.** Parental involvement in education has proven to be a critical influence on school outcomes for both preschool and school-aged children (Stallings and Stipek, 1986). However, parent involvement is not a single construct but rather refers to many diverse types of home-school interaction. One form of parent involvement involves parents working with their child on homework or educational activities at home or arranging for other persons inside or outside the household to help with homework or tutor the child. Other ways that parents are involved with their children include negotiation with school systems and teachers on behalf of their children; parents' knowledge about and interaction with teachers and school administrators; parental participation in organized school activities or school management; and parents' representations to their children about the value of school and school work, including the way in which parents interpret grades and feedback from the school to children (Lareau, 1989).

The research on parent involvement describes not just how parents are involved with schools but also how schools work to involve parents. Many recent programs designed to increase the effectiveness of schools have developed procedures for increasing parent involvement (Comer, 1988; Madden, Slavin, Karweit, Dolan, and Wasik, 1993). The middle and high school extensions of the ECLS-K will ask parents about the parenting practices and behaviors they use to promote their child's performance and engagement with school. The parent interview also asks parents the extent of their involvement in their child's school activities such homework and school-related events.

One question of interest is how school practices, parent education, and parent involvement are related. Past research has shown positive correlations between parental education and the extent of their contacts with teachers on academic issues (Lareau, 1989; Schneider and Coleman, 1993). The ECLS-K will provide information about whether schools and teachers that work hard to involve more parents are successful in reducing the social class differences in participation.

The following data about parent involvement will be collected:

- Parent's choice of school for child;
- Parent contact with teachers or school;
- Parent attendance at parent-teacher conferences and meetings
- Parent participation in school activities;
- Parent's evaluation of school practices to communicate with parents;
- Parent involvement in non-school activities with their child;
- Parent networks;
- School climate;
- Involvement of parents or other persons in helping with homework;
- Parental discussions about school and post-high school plans (e.g., college and work);
- Parent-child communication and interactions.

**Schooling.** In addition to parental involvement at home, the middle and high school phases of the ECLS-K is also interested in ascertaining parents' knowledge of their child's school. Parent's knowledge and information about their child's school is an important factor associated with parental involvement in school. This includes basic information about their child's school and whether their child attends a local neighborhood school or another school of their choice. The interview will also ask parents about their child's school performance and history of any disciplinary actions such as suspensions or expulsions. In addition, this section of the parent interview will also ask parents about their views and evaluations of their child's performance and effectiveness in educating their child.

- Contact with other parents of children in child's class;
- Parent's satisfaction with school quality and performance;

- Suspensions and expulsions.

**Home Environment, Activities, and Cognitive Stimulation.** The activities and relationship between parent and child represent the direct linkage between parental characteristics and the child's development. The parenting practices of the mother are closely associated with the development of the child (see Maccoby and Martin, 1983, for a review), but the practices of the biological father and other parent figures in the household such as stepparents and grandmothers may also be critical.

Many studies have examined the importance of the quality of the home environment (including both cognitive stimulation and emotional supportiveness) for children's development. For example, a home environment in which parents are involved and engaged in their child's learning and school activities has been associated with better academic outcomes for children in the middle and high school years. These data suggest that it is not social class per se but rather the types of home environments provided by parents that are important in children's development. In fact, research points to wide variability in the home environment of children within the same socioeconomic class.

The following ECLS-K constructs will address questions concerning how the home environment influences children's cognitive and social development:

- Family activities and routines;
- Outings and activities with child;
- Time spent on homework;
- Parent/child communication;
- Parent's reading habits
- Availability and use of a home computer;
- Parental monitoring of television viewing.

**Critical Family Processes.** Primary care givers need to provide for children's basic material needs, nurturance, and protection. Parents are less able to perform as effective caregivers when the family is dysfunctional. A variety of family circumstances pose threats to the healthy functioning and development of children, for example, family illness and disability and high levels of interparental conflict (Shonkoff, 1992; Peterson and Zill, 1986).

Conflict between parents negatively influences the psychological adjustment of school-age children, whether parents live together or not (Grych and Fincham, 1990). Social and material supports for parenting, both on a regular basis and in case of an emergency, may improve parenting styles and enhance parents' ability to foster their child's development.

Family routines and the regularity of family life play an important role for school-age children. Family routines provide a source of stability, especially during periods of stressful transitions. Parental activities to teach children about their cultural/racial/ethnic identity may also improve emotional and social development. In addition, family activities that involve attendance at religious services has been associated with lower incidences of risk and delinquency behaviors among older children.

The following constructs will address research questions having to do with how family processes influence children's development:

- Social, material, and emotional support;
- Religious affiliation and activity;
- Family routines.

**Discipline, Warmth, and Emotional Supportiveness.** Warm, accepting maternal behaviors are positively linked to children's intellectual and emotional development (see Maccoby and Martin, 1983 for a review; Baumrind, 1971a, Baumrind, 1971b). The use of harsh, controlling disciplinary techniques is negatively associated with children's adjustment. For example, Hess and McDevitt (1984) found that mother's use of direct control tactics at age 4 negatively predicted children's school-related abilities at ages 4, 5, 6, and 12 (in Powell, 1992). Similarly, Dornbusch, Ritter, Leiderman, Roberts, and Fraleigh (1987) found that authoritarian parenting (which stresses obedience) is negatively associated with school grades among adolescents.

Another area of interest in the study is parental monitoring that extends beyond the school setting. In a review of the literature on this topic, Maccoby and Martin (1983) note that during middle childhood, parents' awareness of the children's whereabouts, activities, and associates when away from home is a contributor to children's social development. For example, Dishion (1990) found that parental monitoring is positively related to peer acceptance in the early school years. One way that parents can effectively know about where their children are and what their activities are is by knowing and

communicating with other parents of their children's friends. As a measure of this, the third grade parent interview will include an item about the parental contact that was used previously in the study.

Parents' beliefs and expectations about their children are another area of interest in the ECLS-K. Parents' expectations for student performance and their ideas about children's ability are powerful predictors of children's ideas about their own academic competence in middle and high school grades (Entwisle and Baker, 1983; Parsons, Adler, and Kaczala, 1982). Indeed, parental perceptions of their children's ability have a greater influence on children's academic performance in school than their actual ability as measured by standardized tests (Parsons, Adler, and Kaczala, 1982).

The ECLS-K will provide information about how the following variables relate to both family background and children's successful development:

- Parenting behaviors;
- Parental monitoring;
- Parenting style;
- Disciplinary practices;
- Listening and communication;
- Contact with other parents of children in child's class;
- Parent's educational expectations for child;
- Parent's appraisal of child's school performance.

**Involvement of Nonresident Parent.** Asking questions about nonresidential parents is of great interest to experts on family involvement. Nearly a third of all children are born outside of marriage, and the majority of these children do not live with their fathers. The high incidence of divorce and separation in this country leads to more children living apart from one of their parents.

Although many fathers who do not live with their children lose contact with them over time and tend to play a smaller role with their children than do resident fathers, a significant proportion of nonresident fathers do remain involved. Moreover, their involvement is important to children's lives (Amato 1998; Nord, Brimhall, and West, 1998). Although the majority of nonresident parents are fathers, an increasing number of children have nonresident mothers. For both policy reasons and to understand

children's development, it is important to learn more about both fathers and mothers who live apart from their children.

Several studies have shown a link between receipt of child support and educational attainment and academic achievement (Knox and Bane, 1994; Baydar and Brooks-Gunn, 1994). Payment of child support also appears to be associated with a lower level of school behavior problems (McLanahan and Sandefur, 1994). Most studies focus on formal child support payments, but nonresident parents may also provide support informally. One study found that among mothers with no child support awards, 24 percent of divorced or separated mothers and 47 percent of mothers of children born outside of marriage received some monetary support from fathers (Argys, Peters, Brooks-Gunn, and Smith, 1996). Other studies have found that fathers, particularly those who are economically disadvantaged and therefore cannot make regular support payments, contribute to their children in other ways such as buying food or clothing (Sullivan 1993; Achatz and MacAllum, 1994).

The following data about nonresident parents will be collected in the parent questionnaire:

- Current contact;
- Distance from the nonresident parent's home to the child's home;
- Child support;
- Payment of other bills and expenses.

**Primary Language Update.** A child's family background and demographic characteristics will be important elements in addressing many research questions. For example, aspects of family social background have been associated with children's developmental status at the beginning of school and to later school success as well. A persistent reality of the U.S. educational system is the existence of disparities among racial groups in school achievement (Entwisle and Alexander, 1994; Dreeben and Gamoran, 1986; Fernandez and Nielson, 1986). An important family background factor that is associated with school outcomes is family and parental home primary language. This section of the parent interview will assess primary home language and the extent to which children are raised in bilingual and multilingual households. The ECLS-K will gather data on the following aspects of family structure:

- Spoken home language,
- English reading and speaking skills.

**Child's Health and Well-Being.** The importance of children's health for school success is well established. Chronic conditions and disabilities, such as hearing impairment and physical handicaps not only "flag" youngsters for administrative attention, they also shape the way that parents, peers, and school personnel relate to the child (Alexander and Entwisle, 1988). Even relatively mild conditions, such as earaches or allergies, may affect children's performance in school if left untreated.

Other important indices of children's well-being include rate of growth, physical fitness, health care utilization, and the consequences of the irregular medical care received by some poor school-aged children (Newacheck and Hallfon, 1988).

A number of health risks, such as poor nutrition, obesity, and accidental injuries, have detrimental effects on children's school performance. For example, children who are exposed to even moderate amounts of lead in early childhood later exhibit sevenfold increases in school drop-out rates, sixfold increases in reading disability, and lower final high school class standing (Needleman, Schell, Bellinger, Leviton, and Allred, 1990). In addition, this section will assess children's history any mental or behavioral illness as well as services obtained to treat those condition.

The ECLS-K will collect the following data in the parent questionnaire:

- General health;
- Disabilities;
- Chronic illness and disease;
- Medical care and insurance;
- Medications;
- Injuries;
- Therapy service;

**Parent's Psychological Well-Being and Health.** Parents who are depressed or highly stressed are less likely to provide emotional support and more likely to employ harsh disciplinary practices (Puckering 1989; Moore, Zaslow, Miller, and Magenheimer, 1995). Maternal emotional distress is associated with a lower frequency of positive behavior toward the child and a higher frequency of negative behavior. In interactions with preschool children, depressed mothers are more critical, less

responsive, and less active and spontaneous (McLloyd and Wilson, 1991). Such parenting styles are consistently associated with poorer child outcomes (see Maccoby and Martin, 1983 for a review of this literature).

The ECLS-K will collect the following dimensions of parental well-being in the parent questionnaire:

- Depression or subjective well-being;
- General health status;
- Family health limitations.

**Parent Education.** Parent's educational attainment has a strong influence on the child's odds of attaining a given level of schooling, for example, completing high school or college (e.g., Hauser and Mossel, 1985; Sewell and Hauser, 1976; Bowles and Gintis, 1976). Parental education also predicts the child's success in the early primary grades (Alexander and Entwisle, 1988).

Possible mechanisms for the effect of parental education are inherited ability, access to educational resources, differences in the value the parent places on education for the child, and ascriptive biases in both the formal organization of instruction and informal social relationships within the school setting (Bidwell and Friedkin, 1988). Time use studies have shown that maternal education is a strong predictor of the amount of time mothers spend playing with children under 18, teaching them, and taking them on outings (Hill and Stafford, 1980). Other research has suggested that the interaction between a parent and child, especially the amount the parent speaks to an infant or small child, dramatically affects the child's vocabulary development (Huttenlocher, Haight, Bryk, Seltzer, and Lyons, 1991).

The ECLS-K will continue collecting information on educational attainment from the parents (or the respondent and his/her spouse/partner if there are no parents in the household):

- Diplomas or degrees obtained (collected for new persons to the study and updated for those who were in the study previously);
- Parents' current school attendance; and
- Parents' current job training.

**Parent Employment.** Parental employment status affects the amount of material resources available to the child. Meta-analyses of several studies document that socioeconomic status (parent occupation and education) is positively associated with the quality of stimulation that parents provide their children (Gottfried 1984). The ECLS-K will continue collecting the following information from the parents:

- Parents' current employment; and
- Parents' work schedule (total hours per week worked).

**Welfare and Other Public Transfers.** Receipt of welfare benefits, particularly if receipt is long-term, reflects a high level of economic deprivation and generally low human capital on the part of the mother (Zill, Moore, Smith, Stief, and Coiro, 1991; Bane and Ellwood, 1983). McLoyd and Wilson (1991) found that poor single mothers were substantially more likely to be depressed and to provide a nonstimulating environment to their children ages 10 to 17. Subsequently, children of welfare families demonstrate poorer outcomes across a variety of domains, compared with more advantaged children (Moore, Zaslow, Coiro, and Morrison, 1993). On the other hand, net of welfare status and income, the receipt of associated benefits such as Food Stamps, Women, Infants, and Children (WIC), and Medicaid should have positive implications for children's physical health.

One question to be considered is how the pattern of welfare receipt over time affects children's adjustment to and progress through school. For many children, poverty is not a persistent fact of life but a temporary event (Duncan, 1991). In analyzing patterns of poverty among children under 4 for the subsequent 15 years, Duncan and Rodgers (1988) found that black children lived in poverty for an average of 5.5 years, while non-black children lived in poverty 0.9 years. The duration of poverty has been found to have a powerful effect on both cognitive development and behavior among children under 5 (Duncan, Brooks-Gunn, and Klebanov, 1994). One consequence of particular importance to examine is food sufficiency. Adequate nutrition is critical for children's growth and development. Children of low-income or poverty-level families, children of adolescent mothers, and children whose parents are receiving welfare may be at risk of undernourishment. Furthermore, because of the current emphasis on welfare reform, children may be at even greater risk of undernourishment.

The following questions will be asked:

- Temporary Assistance to Needy Families (TANF) receipt since child's birth and in last 12 months;

- Receipt of Food Stamps during past 12 months;
- Work or other requirements for receiving TANF/Food Stamps;
- Participation in Federal School Lunch or Breakfast Program;
- Food sufficiency.

**Parent Income and Assets.** Family income, the net of parent education and employment, affects the family's material standard of living, neighborhood and housing quality, opportunities for stimulating recreation and cultural experiences, and the stress and psychological well-being of the parents. Youngsters from more economically advantaged households tend to be more successful in the primary grades compared to their less advantaged peers (Alexander and Entwisle, 1988).

One area of concern is the impact of income volatility on children's development and adjustment to school. Duncan (1991) has found that many households with children under 5 experience extreme ups and downs in the amount of money available to the family, especially as a result of divorce or remarriage. Over a quarter of all children under 5, and over a third of black children, lived in households in which the ratio of income-to-needs dropped by more than half at least once during a 10-year period. Clearly, income is not a stable background characteristic but rather a dynamic force. The consequences for children of changes in income levels merit further scrutiny.

The following constructs will be measured by the ECLS-K in this area:

- Income;
- Home ownership;
- Home value.

**Child Mobility and Plans to Move.** As children in the ECLS-K transition to middle and high school, they are expected move both residences and schools. Research on children's adjustment to school has examined both the number and frequency of residential and school moves. School and residential mobility has been associated with both school adjustment and academic performance.

The following constructs will be measured by the ECLS-K in this area:

- Number of previous residences;

- Reasons for residential moves;
- Number of school changes.

### **C2.3 School Administrator Questionnaire**

The ECLS-K will collect data on school composition, conditions, policies, and practices from principals in schools attended by ECLS-K participants. The student is the central unit of analysis, and school component data will be used to illuminate the school context of ECLS-K children and investigate the influence of school and administrator attributes on student outcomes. The school administrator questionnaire is contained in Appendix C. The instrument is primarily composed of questions from prior rounds of the ECLS-K and from ELS. In comparison to prior rounds of ECLS-K, this data collection adds or supplements coverage of constructs including teacher salaries, the length of the school year, school-wide standardized testing, and course offerings. The items included in the instrument are described in more detail below.

**School Characteristics and Resources.** The number of days the school is in session sets bounds on the quantity of schooling children receive and thus can influence learning outcomes. School size and average daily attendance influence the stability in classroom membership experienced by an individual student. Grade span has important implications for children’s school experiences, dictating the number of school transitions they must make between levels of schooling and the age range of their potential school friends. These data will allow comparisons of schools that vary by these organizational features.

The remaining school characteristics measure the following attributes of schools:

- School type (including public or private);
- Special mission or philosophy, including magnet status;
- Private school tuition;
- Total enrollment;
- Ethnic and racial composition of the student population;

- Percentage of students eligible for free or reduced-price lunch;
- Percentage of students with limited English proficiency (LEP);
- Standardized test score data;
- Receipt of Title 1 funding;
- Implementation of adequate yearly progress or accountability standards.

This set of items broadly defines the charter and basic resources of the school. These factors help determine the student clientele, the goals and purposes of instruction, time and resource constraints, and opportunities and resources to meet educational objectives.

The type of school attended has important implications for student experience and achievement. Most public elementary schools are not selective, enrolling all children within predefined attendance zones. Private schools, by contrast, typically have some kind of admission policy and therefore can be more selective in their enrollment. Of nonpublic schools, parochial schools, especially Catholic schools, have received the most research attention (e.g., Bryk, Lee, and Holland, 1993). Catholic schools tend to have high student commitment (reflected in low absenteeism rates and, for high school students, low dropout rates) and high academic achievement, despite a high level of heterogeneity in the student body. This success has been attributed to a number of factors, among them uniformly high academic and behavioral standards, common goals, and a sense of community shared with teachers, children, and parents. The ECLS-K data will provide important opportunities to contribute to the literature on effects of school type. Not only will analysts have information about sector, they will also know whether schools include magnet programs, if they are charter schools, and if they are schools of choice. Because much of the research on school type has been conducted at the high school level, these data will provide important new opportunities for research in this area.

The composition of the student body will have important consequences for the types of programs and services that schools offer. The diversity of student populations with respect to social and economic background, preparation for school, needs for special services, and levels of proficiency in English has created a number of challenges for schools. ECLS-K will allow analysts to examine how schools have responded to student diversity.

Apart from its effects on program delivery, the composition of the student body may influence student achievement and attitudes. Previous research suggests that attending a school with a

higher average ability level tends to depress children's expectations and self-conceptions of ability slightly because of the increased competition within the school. On the other hand, children in higher SES schools benefit from access to more higher-level courses and interactions with achievement-oriented peers (Alexander and Eckland, 1975; Jencks et al., 1972). Most of the research on school composition, however, has been conducted only in high schools; ECLS-K will allow researchers to examine similar longitudinally from early elementary school through high school.

The other variables in this set provide the "backdrop" for educational processes occurring within the school. Total enrollment, school capacity, and sources of funding define both the size of the population to be served and the resources to do so. Overcrowding can be a serious problem, as can inadequate facilities and low levels of funding. Having a relatively unstable population of children can potentially make the educational mission much harder, as can having a high rate of absenteeism. Altogether these variables define important differences between schools.

**Community Characteristics and School Safety.** Schools' neighborhoods may have a long-term cumulative influence on both children and their schools. School-level characteristics are likely to parallel those for the local neighborhood (demographically, but also, importantly, in terms of attitudes, values, and expectations). The community characteristics items in the school questionnaire focus on school and neighborhood safety. Schools in crime-ridden areas may have to prioritize security within and around the school, limiting outdoor activity and exposing students to heightened risks.

Drug and alcohol use, which may be related to gang activity, are important safety concerns for adolescents, and the frequency of these activities in the school may affect individual students' propensity to engage in risky behaviors and may affect academic performance. Bullying is also believed to have deleterious effects on adolescent development and may contribute to a cycle of violence (Spivak and Prothrow-Stith, 2001). Items on the school administrator questionnaire will estimate the frequency of these activities at school.

The ECLS-K items that characterize community contexts include questions about:

- Neighborhood problems (racial tensions, garbage or litter, and crime);
- School safety;
- Alcohol and drug use at school;
- Bullying;
- Gang activity.

The neighborhood questions ask about the neighborhood that the school is located in. The data in the questionnaires can be combined with census data that characterize the neighborhood in other ways (by racial composition, employment, and so on).

**School Policies and Evaluation.** Policies regarding course tracking and standardized testing may be associated with differences in children's opportunities to learn. Variables included in ECLS-K are:

- Tracking;
- Student performance on standardized tests;
- Testing as a condition of high school graduation.

Evaluation takes a number of forms and has a range of short-term and long-term purposes. Standardized tests and formal report cards are joined by teacher praise, stars and check marks, and so on. The purposes and use of these forms of evaluation differ, however. For example, standardized test scores may guide placements and special service delivery, certify that children are prepared to move on to the next level of education, or assess school performance.

**Academic Options and Course Offerings.** The availability of accelerated or Advanced Placement courses presents students with opportunities for higher achievement. Other programs, such as remedial reading and math, IEPs, bilingual education, vocational education, and ESL address the varied needs of students. Variables included in ECLS-K are:

- Instructional programs (including IEP, ESL, remedial classes and specialized programs);
- Gatekeeping courses (Algebra in grade 8, Pre-Calculus in high school);
- Advanced Placement course and IB program availability.

**Principal Characteristics.** Characteristics of a school's staff influence the quality of the educational environment. The principal has an especially large part to play: conveying and implementing state and district requirements and initiatives, assuming the role of inspirational leader for the staff, coordinating reform efforts, and managing the day-to-day operations of the school. Many principals also have additional teaching or administrative duties. How principals exercise these duties may influence teachers' motivation, enthusiasm, and commitment to education.

Although there is an extensive literature on how leadership skills create conditions conducive to effective schools, there is little evidence addressing the importance of variation in the following principal characteristics. The following variables might help explain why certain principals are especially successful, however:

- Principal's gender;
- Principal's age;
- Principal's race-ethnicity;
- Principal's years at this school;
- Principal's years in the role of principal;
- Principal's years of teaching experience;
- Principal's formal education.

## **C2.4 Teacher Questionnaire**

Although parents and the social context of the home profoundly shape the development of the child, school experiences are also of great importance. Following the pattern of the NELS:88, the ECLS-K will collect information from the teachers of the sampled children. Teacher questionnaires are included in Appendix D. Each student's English teacher will complete a questionnaire, while one-half of students will have their mathematics teacher and one-half of students will have their science teacher complete questionnaires. The primary purpose of these data is to help describe and explain developmental opportunity and outcome differences among the sampled children.

In addition, teachers will be asked to provide information on the study participants who are in their classes, completing one form for each ECLS-K child. The ECLS-K assessment battery provides an objective assessment of academic outcomes for the nationally representative sample of children. Teachers can provide another perspective, albeit a less objective perspective, on children's abilities and behavior because they spend a great deal more time with the children under far more routine conditions.

The ECLS-K teacher questionnaire remains similar in general scope to the ones administered in prior rounds of data collection. Some items from the fifth grade questionnaire have been retained, while many new items have been drawn from the teacher questionnaires of the ELS, National Assessment of Educational Progress (NAEP), Schools and Staffing Survey (SASS), and Trends in International Mathematics and Science Study (TIMSS 2003) to reflect the instruction and skills appropriate to eighth, tenth, and twelfth graders rather than to younger children.

A large number of small-scale studies have identified relationships between various kinds of schooling experiences and learning outcomes. ECLS-K will make two major contributions to our understanding of these relationships. One is the assessment of the generality of the results: Do the findings from the smaller-scale, usually local, studies hold for children across the country? A second contribution is that ECLS-K will allow researchers to assess the relationships more rigorously. This is because ECLS-K collects a much broader range of variables and collects that information longitudinally. The broader range of variables allows one to study simultaneously the relationships of several variables with the outcomes and thus assess the relative importance of particular schooling variables compared to other schooling and family background variables. The longitudinal nature of the ECLS-K design allows one to link children's classroom experiences to changes in their cognitive achievement and attitudes.

The ECLS-K teacher questionnaire will ask teachers to provide information on student engagement and academic motivation, attendance, and academic honors; class composition and behavior; course type, content, and activities; instructional materials and methods of evaluation; school climate and teacher efficacy; and background information about the teacher, including demographic and socioeconomic background, education, experience, and qualifications. Information on the children's special education services will be gathered from special education teachers and related service providers. Information from the teachers will be obtained primarily through self-administered questionnaires. The ECLS-K teacher questionnaire appears in Appendix D.

**Student information.** The first set of constructs concerns the student. These items are drawn from the ELS questionnaire and focus on topics of concern for research on adolescents. Items ask the teacher to rate each ECLS-K child's academic efforts, behavior, and skills at expression. Prior rounds of ECLS-K obtained more extensive rating information from elementary school teachers, but these items have been omitted from the present questionnaire in favor of other sources of this information such as grades and students' performance on assessments.

The following student-level information will be gathered from teachers in ECLS-K:

- Academic effort;
- Emotional behavior;
- Keeping up with school work;
- Classroom behavior;
- Writing skills;
- Oral expression.

**Class information.** The total number of children enrolled in a class is a widely used index of instructional quality at all levels of education. Class size is usually considered important because of the constraints it places on teacher-child interactions. The time available for individuation and small-group supervision is reduced as class size increases, and this is widely believed to result in lower student achievement levels. In schools that are obliged to enroll more children than they were constructed to accommodate, class size may cause serious problems.

Most research on school-age children has analyzed correlations between school-wide ratios and student outcomes. Because the school average can be very different from what most children in the school actually experience, measurement error is clearly a problem in this research. Not surprisingly, then, the record shows mixed results. Characteristics of children in the classroom will include:

- Race-ethnicity;
- Overall behavior of the class.

**Instruction.** This section of the teacher questionnaire contains the following constructs:

- Class time;
- Course type (subject matter);
- Time allocation and content coverage;
- Activities;
- Amount of homework;
- Instructional materials;
- Evaluation (grading);
- Adequacy of science laboratory resources.

A topic of research interest is the educational environments that contribute to positive adolescent outcomes. A large number of studies over the past several years have emphasized the importance of “time on task” for student achievement (Greenwood, 1991; Greenwood, Arreaga-Mayer, and Carta, 1994; Wang, Haertel, and Walberg, 1990). Children achieve more (as measured by achievement tests) in classrooms where a higher proportion of time is spent in academic instruction and where they are engaged in their work with few interruptions or few periods of unoccupied time (Crocker and Brooker, 1986; Greenwood, 1991; Powell, 1980; Soar and Soar, 1979; Teddlie, Kirby, and Stringfield, 1989).

Time on task extends beyond the school day when teachers assign homework and children complete the assignments. Studies of achievement among secondary students show that outcomes are slightly higher for those who do more homework (Gamoran, 1987; Hoffer and Moore, 1995).

Substantial research interest focuses on the relationship between subject matter content of courses and classroom instructional processes, which are likely to affect students' mastery of the material. Teachers will complete questions to indicate the type of course, the relative emphasis of different subjects within the course, and the extent to which the teacher employs selected instructional techniques, such as assigning homework, requiring students to work with a partner, requiring classroom discussion, or giving tests or quizzes. Thus, the ECLS-K teacher questionnaire measures what is taught and how it is taught (i.e., using what materials and activities). This information should prove useful for understanding the complex ways that opportunity to learn influences children's academic development, as well as documenting differences in those opportunities. Teachers will also report on the factors they consider when grading student work. The basis for grading creates formal incentives for student behavior, and the ECLS-K will be able to test for associations between these incentives and student outcomes.

Classes are likely to vary in terms of the availability and quality of instructional materials, such as textbooks and supplies. The adequacy of non-textbook materials may be of special interest for science classes because of materials requirements for laboratory work. Because standards of adequacy for many resources depend on many conditions, it is probably best to ask science teachers about the degree to which they believe laboratory equipment is adequately provided to their classes.

**School climate and teacher efficacy.** Teachers' satisfaction with the amount of autonomy afforded them and the extent to which they feel effective has a strong effect on teachers' overall job commitment and interaction styles with children (Manlove, 1993; Rosenthal, 1991; Webb and Lowther, 1993). A teacher's sense of professional efficacy is associated with student outcomes. In ECLS-K, teachers' autonomy, input into school policies, and sense of efficacy will be measured. These can then be used to address questions having to do with how these relate to teaching practices and ultimately to child outcomes, such as the following:

- Teachers' influence over school policies;
- Teachers' control over classroom planning and teaching;

- Teachers' sense of efficacy;
- Teachers' perception of school climate.

**Teacher information.** Teacher demographic variables are mainly of interest in the context of fit with children's backgrounds. Although teacher race-ethnicity and gender are not likely to make much difference to student achievement generally, they may interact with student background variables to produce interesting results.

Although studies have found substantial variation in teacher training at the preschool level, the differences tend to be smaller at higher levels. Moreover, the differences that are found on such conventional yardsticks as highest degree earned and major field of study are at best weakly related to student cognitive outcomes (Hedges, Laine, and Greenwald, 1994). Nonetheless, these indicators continue to be used as bases for salary differences and hiring decisions and should be included in ECLS-K.

A teacher's years of teaching experience is also a variable that is taken very seriously in schools but that has only weak systematic relationships with student test scores (Hedges, Laine, and Greenwald, 1994). Questions are included that tap the number of years total and the number of years at the current grade level.

The following demographic, training, and experience variables will be collected as part of ECLS-K:

- Teacher's gender;
- Teacher's age
- Teacher's race-ethnicity
- Total years teaching experience, overall and in this grade;
- Total years teaching experience at this school;
- Teacher's education;
- Type of teaching certification held.

## **C2.5 Special Education Teacher Questionnaire**

Like their regular classroom teacher counterparts, teachers who provide special education and related services to study participants will be asked to complete a questionnaire. Special education teacher questionnaire is presented in Appendix E. The first part of the questionnaire gathers data on teacher background, training, and experience; the items are parallel to those on the teacher questionnaire. On the second part of the questionnaire, these teachers are asked to provide information on the study participants with whom they work, completing one form for each ECLS-K child who has an IEP.

**Teacher Background.** The following demographic, training, and experience variables will be collected from special education service providers of ECLS-K children:

- Teacher's gender;
- Teacher's age;
- Teacher's race-ethnicity;
- Total years teaching experience;
- Total years as a special education teacher;
- Total years teaching experience at this school;
- Teacher's education, including degrees and coursework;
- Type of teaching certification held;
- Specific position held in the school;
- Locations in which the teacher delivers services within the school;
- Number of students with IEPs with whom the teacher works during a typical week.

**Student-Level Information.** Part B of the special education teacher questionnaire asks the teacher to provide the following student-level information:

- Child's disabilities;
- Goals contained in the child's IEP;
- Child's classroom placement;

- Type and amount of special education services the child receives;
- Teaching methods and materials used, including assistive technologies;
- Communications with other teachers about the child;
- Communication with the child's parents;
- Individual evaluations;
- Extent to which the IEP goals have been met;
- Performance and achievement groups and interactions with the child's parents. The academic rating scales are based on the ECLS-K assessment battery.

## **C2.6 Student Dietary Questionnaire**

The ECLS-K began collecting children's dietary habits during the 5<sup>th</sup> Grade data collection. The plan is to continue collecting children's dietary habits. Appendix F provides the questions developed by the USDA. The questions ask children to report on whether they can buy certain kinds of foods and drinks at school, how many times in the past week they have purchased certain kinds of foods and drinks at school, and in general how often in the past week they have eaten kinds of foods.

## **C3. Eighth Grade Data Collection**

### **C3.1 Student-Level Information from Teacher**

The field test teacher questionnaire asks the teacher to rate academic skills and social behavior for students in his/her classroom.

The following student-level variables will be gathered from teachers in the field test:

- Language and literacy;
- Mathematics;
- Science, and;
- Behaviors.

### **C3.2 Student-Level Information from Students**

The field test self-description questionnaire asks the students to rate their ability and their interest and enjoyment of reading, mathematics, and all school subjects as well as their perception of their popularity and ability to make friends.

The following student-level variables will be gathered from students in the field test:

- Physical ability
- Physical appearance
- Peer relations
- Parent relations
- Emotional stability
- Honesty/truthfulness
- Reading ability and interest;
- Mathematics ability and interest;
- General school subjects ability and interest;

### **C4. Research Questions for the Early Childhood Longitudinal Study-Kindergarten Cohort (ECLS-K)**

The following research questions served as a guide for the instrument development. The questions themselves derive from the original formulation of the issues that ECLS-K was designed to address and from recommendations from the original ECLS-K Technical Review Panel. The questions were designed to apply to the entire grade span of the study, and some of them reference constructs that were only relevant at kindergarten entry. Questions about kindergarten entry and readiness have been left in this OMB submission to provide context for questions that are appropriate to the middle and high school extensions. The mapping of questionnaire items to construct areas is for the eighth and tenth grade questionnaires. Please see earlier OMB submissions for the ECLS-K for mapping of items in kindergarten through fifth grade.

Below each set of research questions is a list of the constructs most directly related to the set of questions.

## **I. Children's Developmental Status at Entry to Kindergarten and in Later Grades**

### **A. Children's Developmental Status**

- What is the status of children's development (as defined by cognitive, socioemotional development, behavior, and physical status measures) in middle school and high school?
  - a. How does children's development vary by age (in months), sex, race-ethnicity, separately and in interaction?
- How do variations in children's developmental status (as defined by ECLS cognitive, socioemotional, and physical measures) - during elementary school affect later success in middle school and high school?

### **Constructs**

**Child's Developmental Status:** cognitive development (quantitative and relational concept skills, mathematical skills, science knowledge; measured by child assessment instruments); language development (vocabulary and pragmatic communication skills; measured by child assessment instruments); physical development (height and weight; measured by child assessment instruments); and socioemotional development (measured by a self-descriptive instrument that asks about the child's perception of him/herself on a variety topics related to school and home).

**Socioemotional Development:** cooperation; assertiveness; responsibility; empathy; self-control; problem behaviors; creativity; enjoyment of learning; self-concept; anxiety; aggressiveness [Child Rating Scale (SDOI)].

**Child's Health and Well-Being:** routine health and dental care; health insurance coverage; physical and mental functioning and disabilities; participation in physical or recreational activities; special services received or special equipment used by children with special needs.

**Child Demographics:** gender, age, race/ethnicity; school records.

**Schooling:** child's standardized test scores relative to other children in class (school records); child absenteeism (school records); child tardiness (school records); retention/promotion decisions (school records); suspensions/expulsions (school records); special placements or referrals (e.g., regular classroom, resource room, special programs, special education, English as a Second Language, gifted/talented) (school records); Advanced Placement/Honors classes (teacher reports and school records); grade (parent reports); child's participation in extracurricular activities.

**B. Effects of Family Sociodemographic Variables on Children's Developmental Status**

- How are variations in children's developmental status at middle school and high school related to the family's social, demographic, and contextual variables at the time of middle school and high school?
- How do family sociodemographic and contextual variables influence success in middle school within and across outcome domains and within gender and race/ethnicity subgroups?
- How are family sociodemographic factors associated with gaps in achievement at middle school across and within gender and race/ethnicity subgroups?

**Constructs**

**Family Structure:** current household roster; contact with biological parent no longer living in household; number of times child has moved from one home or school to another; race of all members of the household (from household roster); country of origin (child/respondent/respondent's spouse or partner).

**Parent Education:** diplomas, degrees, certificates, and licenses obtained; parents' current school attendance; parents' current job training.

**Parent Employment:** parents' current employment; parents' work schedule (total hours per week worked).

**Parent Income and Assets:** total family income for year; homeownership; home value; child support and paternity agreements (from nonresident parent).

**Welfare and Other Public Transfers:** AFDC receipt since child's birth and in last 12 months; receipt of food stamps during past 12 months; participation in federal school lunch or breakfast program.

C. Effects of Family Processes and Parenting Practices on Children's Developmental Status

- Over and above the effects of sociodemographic variables, what are the effects of family processes and parenting practices (home environment, activities, and cognitive stimulation) on children's academic performance, school adjustment, developmental status, and socioemotional adjustment?
  - a. What do parents do to prepare their children for middle school and high school? How are these actions related to children's developmental status at entry to middle and high school?
  - b. What is the extent of parental school involvement in middle school? How does parental school involvement associated with academic performance and students' school engagement?
- How do critical family processes and parenting practices influence later success in both middle and high school?

**Constructs**

**Parental Involvement with the Child's Education:** parent attendance at parent-teacher conferences; parent participation in school activities; frequency and form of contact with parents by teacher or school; barriers to involvement with the school; parent involvement with homework; parent's choice of school for child.

**Parental Values, Beliefs, and Expectations:** parent's educational expectations for child; parent's expectations regarding child's school performance; parent's attitudes toward dropping out of school; parents' ratings of important college characteristics; parental satisfaction with quality of child's current school.

**Home Environment, Activities, and Cognitive Stimulation:** parent/child communication; literacy materials in the home; outings and activities with child; TV viewing/educational programs; parental monitoring of TV viewing; availability and use of a home computer; parental communication

with parents of child's friends; extent of daily adult supervision; family routines and shared meal; discussions with child about drug and alcohol use.

**Discipline, Warmth, and Emotional Supportiveness:** warmth; listening and communication; parenting behaviors; disciplinary practices.

**Parent's Psychological Well-Being and Health:** depression or subjective well-being; family health limitations; stressful life events; parental stress.

**Critical Family Processes:** relationship satisfaction; social support (for child); social, material, emotional support; family conflict; family routines; religious service attendance.

## **II. Classroom Practices**

1. How do instructional practices, content coverage, time on task, and methods of providing feedback differ across classrooms or schools in middle school and high school?
  - What are the consequences of those differences for children's academic and social development?
  - Are differences in instructional practices or methods of providing feedback associated with children's social background characteristics?
2. How do teachers and schools deal with the diversity of children's skills?
  - What effects do the different arrangements have on children's progress through school?
3. How do children's opportunities to learn differ across classrooms and schools, and what are the consequences of those differences for children's development?
  - Are children's opportunities to learn in the middle school and high school grades associated with family social background variables?

### **Constructs**

(See Child's Developmental Status under Research Question 1.)

**Class Activities:** hours per day spent on subject instruction; types of instructional materials available and frequency of use; frequency of specific reading/language arts activities; time spent on math activities; time spent on math activities; amount of homework assigned; classroom management strategies; frequency of computer/calculator use.

**Topics Covered and Evaluation:** emphasis on math topics; emphasis on English/language arts topics; emphasis on science topics; methods of assessing children's progress in math (and frequency of use); methods of assessing children's progress in reading (and frequency of use); evaluation and grading practices.

### **III. Time in School**

1. How does the length and schedule of the school year affect children's progress, especially cognitive gains?

#### **Constructs**

**Length of School Year:** school calendar year; days in session.

### **IV. Children with Special Needs**

1. What are the varieties of service delivery models in place for special education?
  - How do these varieties of programs affect child outcomes?
  - What is the effect of inclusion on children's progress through the middle school and high school grades?
2. How do schools teach children who have little or no proficiency in English?
  - How do these program variations related to differences in children's academic or social development?
  - How do schools respond to the needs of parents with little or no English proficiency?

3. How and when do schools provide services to children identified as gifted and talented?
  - What effects do gifted and talented programs have on the academic and social development of middle school and high school aged children?
4. What kinds of programs do school provide to children who are falling behind academically?
  - What are the effects on children's academic development of remediation programs or services?

### **Constructs**

(See Child's Developmental Status under Research question 1.)

**Special Education Programs/Services:** children receiving special education through an IEP; numbers of children with disabilities by category; location of services for children with severe disabilities; special education policies; numbers of children receiving special services; numbers of children referred for evaluation for special services; number of children with disabilities who need additional help; adequacy of materials, support staff, and services for children with disabilities.

**English-as-a-Second-Language (ESL/Bilingual Programs/Services):** number of limited-English proficient (LEP) children; number of children receiving bilingual education or ESL services; types of services provided to families of LEP children; length of ESL program participation (first graders); organization of instruction for LEP children; languages other than English used in the classroom (and frequency of use); availability of resources for LEP children.

**Gifted and Talented Programs/Services:** gifted and talented programs and numbers of children identified as gifted and talented; number of children placed in Advanced Placement or Honors courses; Number of Advanced Placement or honors courses; Organization of instruction for gifted and talented children.

**Remediation Programs/Services:** remediation services for children who are failing behind; services provided to lower achieving children.

## **V. School Characteristics**

1. How do basic demographic and organizational differences between schools influence children's academic and social development in the middle school and high school years?
2. Does the school or administrative climate, teacher's opportunities for staff development, or school goals for teacher's progress in the classroom influence children's development in middle school and high school?

### **Constructs**

(See Child's Developmental Status under Research Question 1.)

**Community Characteristics:** size and type of community; neighborhood problems (crime, racial tensions, noise).

**School Characteristics:** school calendar year; grades taught; school type (public or private); total enrollment; days in session; average daily attendance; school assignment practices; school safety.

**Child Characteristics:** ethnic and racial composition; number of children receiving free or reduced price meals; standardized tests (child scores); number of LEP proficient children by grade; number of children receiving bilingual education or ESL services; children receiving special education through an IEP; number of children with disabilities by category; numbers of children identified as gifted and talented.

**Staffing Characteristics:** total number of full- and part-time teachers; racial and ethnic composition of teaching staff; teachers by highest levels of education; highest level of education of teacher's parent(s); principal's gender, age, race/ethnicity; principal's years as principal; principal's teaching experience; principal's formal education.

**School Governance and Climate:** school and administrative climate; principal's goals and expectations for teachers; staff development opportunities; teachers' opinions about characteristics of the school and, school administrator; staff supportiveness and relations between groups; control over classroom planning and teaching, and sense of teaching efficacy.

## **VI. Classroom Characteristics and Resources**

1. Do teachers' age, gender, or race-ethnicity influence children's outcomes on average or in interaction with children's social backgrounds?
2. What are the effects for children's academic development of teachers' educational background or experience?
3. How do class size and child-to-teacher ratio influence children's progress through school?
4. Are differences in classroom materials and supplies related to differences in children's outcomes?
5. What is the degree of teacher efficacy in middle school and high school? To what extent do teachers' feelings of educational or instructional efficacy influence their instructional activities and teaching methods?

### **Constructs**

(See Child's Developmental Status under Research Question 1.)

**Demographic Characteristics of Teacher:** teacher's gender; teacher's age; teacher's race/ethnicity; teacher's teaching experience; teacher's education and certification; highest education of teacher's parent(s).

**Classroom Characteristics and Resources:** current class enrollment; teacher's ratings of students' classroom behavior; racial and ethnic composition of classroom; adequacy of instructional materials and supplies; access to computers; teacher's ratings of educational efficacy or effectiveness.

## **VII. Family-School Interactions**

1. How does parental involvement in children's education affect school performance over the course of middle and high school?
  - What forms of parent involvement are most influential for children's outcomes?
2. What affects the extent of parental involvement?

- Do parental involvement levels differ by sociodemographic factors, SES, or race-ethnicity?
  - Do school or teachers' practices to involve parents result in higher levels of parent involvement?
3. What kinds of extra services or programs do schools provide to families, children, or community members?
- Does the availability of these services increase the level of parent involvement in the school?

### **Constructs**

(See Child's Developmental Status under Research Question 1.)

**Parent Involvement at the School Building:** parent attendance at school activities; parent attendance at PTA/PTO meetings; parent attendance at parent/teacher conferences; parent attendance at back-to-school nights.

**Parent Involvement at Homes:** frequency helping child with school-related activities; frequency of cognitive stimulation at home; outings with child.

**Barriers to Parent Involvement:** teacher sends home notes translated into native language; barriers to involvement with the school; inconvenient meetings times; lack of access to childcare or transportation; lack of adequate communication from school; problems with safe access to school.

**School/Community Services and Programs:** programs and services offered by the school.

## REFERENCES

- Abedi, J., Lord, C., Hofstetter, C. (2001). Impact of Selected Background Variables on Students' NAEP Math Performance. Working Paper. *NCES 2001-11*. Washington, DC: U.S. Department of Education, National Center for Education Statistics.
- Achatz, M., and MacAllum, C.A. (1994). *Young unwed fathers: Report from the field*. Philadelphia, PA: Public/Private Ventures.
- Alexander, K.L., and Eckland, B.K. (1975). Contextual effects in the high school attainment process. *American Sociological Review*, 40, 402-416.
- Alexander, K.L., and Entwisle, D.R. (1988). Achievement in the first two years of school: Patterns and processes. *Monographs of the Society for Research in Child Development*, 53 (2).
- Amato, P.R., and Gilbreth, J.G. (1998). *Nonresident fathers and children's well-being*. Unpublished manuscript. Lincoln, NE: Department of Sociology, University of Nebraska-Lincoln.
- Argys, L.M., Peters, H.E., Brooks-Gunn, J., and Smith, R. (1996). *Contributions of absent fathers to child well-being: Impact of child support dollars and father-child contact*. Paper presented at the Conference on Father Involvement, Bethesda, MD.
- Baldi, S., Perie, M., Skidmore, D., Greenberg, E., and Hahn, C. (2001). *What democracy means to ninth-graders: U.S. results from the international IEA civic education study*. (NCES 2001096). Washington, DC: U.S. Department of Education, National Center for Education Statistics.
- Bane, M.J., and Ellwood, D. (1983). *The dynamics of dependence: The routes to self-sufficiency*. Report prepared for Assistant Secretary of Planning and Evaluation, Department of Health and Human Services.
- Baumrind, D. (1971a). Current patterns of parental authority. *Developmental Psychology Monograph* 4 (1, pt. 2).
- Baumrind, D. (1971b). Harmonious parents and their preschool children. *Developmental Psychology*, 4, 99-102.
- Baydar, N., and Brooks-Gunn, J. (1994). The Dynamics of Child Support and its Consequences for Children. In Irwin Garfinkel, Sara S. McLanahan, and Philip K. Robins, editors, *Child Support and Well-Being*. Washington, DC: The Urban Institute Press. Pages 257-284.
- Bidwell, C.E., and Friedkin, N.E. (1988). The Sociology of Education. In N.J. Smelser (Ed.), *Handbook of sociology* (pp. 449-471). Newbury Park, CA: Sage Publications.
- Bowles, S., and Gintis, H. (1976). *Schooling in capitalist America*. New York: Basic Books.

- Brown, B.B. (2004) Adolescents' relationships with peers. In R.M. Lerner and L. Steinberg (Eds.). *Handbook of adolescent psychology, 2<sup>nd</sup> edition* (pp. 363-394). Hoboken, NJ: John Wiley & Sons, Inc.
- Bryk, A.S., Lee, V.E., and Holland, P.B. (1993). *Catholic schools and the common good*. Cambridge, Mass: Harvard University Press.
- Coleman, J. S. (1974). *Youth: transition to adulthood*. Report of the Panel on Youth of the President's Science Advisory Committee.
- Collins, W.A. and Laursen, B. (2004). Parent-adolescent relationships and influences. In R.M. Lerner and L. Steinberg (Eds.). *Handbook of adolescent psychology, 2<sup>nd</sup> edition* (pp. 331-361). Hoboken, NJ: John Wiley & Sons, Inc.
- Comer, J. (1988). Educating poor minority children. *Scientific American*, 258, 42-48.
- Crocker, R., and Brooker, G. (1986). Classroom control and student outcomes in grades 2 and 5. *American Educational Research Journal*, 23, 1-11.
- Crystal, D. S., and DeBell, M. (2002). Sources of civic orientation among American youth: Trust, religious valuation, and attributions of responsibility. *Political Psychology*, 23, 113-132.
- Dishion, T.J. (1990). The family ecology of boys' peer relations in middle childhood. *Child Development*, 61, 874-892.
- Dornbusch, S.M., Ritter, P.L., Leiderman, P.H., Roberts, D.F., and Fraleigh, M.J. (1987). The relation of parenting style to adolescent school performance. *Child Development*, 58, 1244-1257.
- Dreeben, R., and Gamoran, A. (1986). Race, instruction, and learning. *American Sociological Review*, 51, 660-669.
- Duncan, G.J. (1991). The economic environment of childhood. In A.C. Huston (Ed.), *Children in poverty* (pp. 23-50). New York: Cambridge University Press.
- Duncan, G.J., Brooks-Gunn, J., and Klebanov, P. K. (1994). Economic deprivation and early childhood development. *Child Development*, 65, 296-318.
- Duncan, G.J., and Rodgers, W. (1988). Longitudinal aspects of childhood poverty. *Journal of Marriage and Family*, 50, 1007-1021.
- Easton, D., and Dennis, J. (1980). *Children in the Political System*. Chicago: University of Chicago Press.
- Eccles, J. S., Wigfield, A., & Schiefel, U. (1998). Motivation to succeed. In N. Eisenberg (Ed.), *Handbook of child psychology* (5 ed., Vol. Volume 3: Social, emotional, and personality development, pp. 1017-1096). New York, NY: John Wiley & Sons, Inc.

- Eccles, J. S., Midgley, C., Wigfield, A., Buchanan, C. M., Reuman, D., Flanagan, C., & MacIver, D. (1993). Development during adolescence: The Impact of Stage-Environment Fit on young adolescents' experiences in schools and in families. *American Psychologist*, 48(2), 90-101.
- Entwisle, D.R., and Alexander. K.L. (1994). Winter setback: The racial composition of schools and learning to read. *American Sociological Review*, 59, 446-460.
- Entwisle, D.R., and Baker, D.P. (1983). Gender and young children's expectations for performance in arithmetic. *Developmental Psychology*, 19, 200-209.
- Fernandez, R.M., and Nielsen, F. (1986). Bilingualism and Hispanic scholastic achievement: Some baseline results. *Social Science Research*, 15, 43-70.
- Flanagan, C., and Gallay, L. S. (1995). Reframing the meaning of 'political' in research with adolescents. *Perspectives on Political Science*, 24, 34-42.
- Freedman, D.S., Dietz, W.H., Srinivasan, S.R., and Berensen, G.S. (1999). The relation of overweight to cardiovascular risk factors among children and adolescents: The Bogalusa heart study. *Journal of Pediatrics*, 103, 6, 1175-1182.
- Gamoran, A. (1987). The stratification of high school learning opportunities. *Sociology of Education*, 60, 135-155.
- Gottfried, A.W. (1984). Home environment and early cognitive development: Integration, meta-analyses, and conclusions. In A.W. Gottfried (Ed.), *Home environment and early cognitive development* (pp. 329-342). Orlando, FL: Academic Press.
- Gottfried, A.W., and Gottfried, A.E. (1984). Home environment and cognitive development in young children of middle-socioeconomic-status families. In A.W. Gottfried (Ed.), *Home Environment and early cognitive development* (pp. 57-115). Orlando, FL: Academic Press.
- Greenwood, C.R. (1991). A longitudinal analysis of time, engagement, and achievement in at-risk versus non-risk students. *Exceptional Children*, 57, 521-535.
- Greenwood, C.R., Arreaga-Mayer, C., and Carta, J. (1994). Identification and translation of effective teacher-developed instructional procedures for general practice. *Remedial and Special Education*, 15, 140-151.
- Grych, J.H., and Fincham, F.D. (1990). Marital conflict and children's adjustment: A cognitive-contextual framework. *Psychological Bulletin*, 108, 267-290.
- Hancox, R.J., Milne, B.J., and Poulton, R. (2005). Association of television viewing during childhood with poor educational achievement. *Archives of Pediatric and Adolescent Medicine*, 159, 614-618.
- Hauser, R.M., and Mossel, P.A. (1985). Fraternal resemblance in educational attainment and occupational status. *American Journal of Sociology*, 91, 650-673.

- Havighurst, R. J. (1953). *Human development and education*. White Plains, NY: Longmans.
- Hedges, L.V., Laine, R.D., and Greenwald, R. (1994). Does money matter? A meta-analysis of studies of the effects of differential school inputs on student outcomes. *Educational Researcher*, 23 (3), 5-14.
- Hedley, A.A., Ogden, C.L., Johnson, C.L., Carroll, M.D., Curtin, L.R., and Flegal, K.M. (2004). Prevalence of overweight and obesity among US children, adolescents, and adults, 1999-2002. *Journal of the American Medical Association*, 291, 23, 2847-2850.
- Hess, R.D., and McDevitt, T.M. (1984). Some cognitive consequences of maternal intervention techniques: A longitudinal study. *Child Development*, 55, 2017-2030.
- Hill, C.R., and Stafford, F.P. (1980). Parental care of children: Time diary estimates of quantity, predictability and variety. *Journal of Human Resources*, 15, 200-239.
- Hoffer, T., and Moore, W. (1995). *High school seniors' instructional experiences in science and mathematics*. Washington, DC: National Center for Education Statistics. NCES: 95-278.
- Huttenlocher, J., Haight, W., Bryk, A., Seltzer, M., and Lyons, T. (1991). Early vocabulary growth: Relation to language input and gender. *Developmental Psychology*, 27, 236-248.
- Jencks, C., et al. (1972). *Inequality: A reassessment of the effect of family and schooling in America*. New York: Harper and Row.
- Juvonen, J., Nishina, A., and Graham, S. (2000). Peer harassment, psychological adjustment, and school functioning in early adolescence. *Journal of Educational Psychology*, 92, 2, 349-359.
- Klein, S., Bugarin, R., Beltranena, R., and McArthur, E. (2004). Language Minorities and their Educational and Labor Market Indicators—Recent Trends. *NCES 2004-009*. Washington, DC: U.S. Department of Education, National Center for Education Statistics.
- Knox, V.W., and Bane, M.J. (1994). Child support and schooling, In Irwin Garfinkel, Sara S. McLanahan, and Philip K. Robins, editors, *Child support and child well-being*. Washington, DC: The Urban Institute Press. Pages 285-316.
- Lareau, A. (1989). *Home advantage: Social class and parental intervention in elementary education*. New York: The Falmer Press.
- Maccoby, E., and Martin, J. (1983). Socialization, in the context of the family. In E.M. Hetherington (Ed.), *Handbook of child psychology: Volume 4. Socialization, personality, and social development* (pp. 1-102). New York: Wiley.
- Madden, N.A., Slavin, R.E., Karweit, N.L., Dolan, L.J., and Wasik, B.A. (1993). Success for all: Longitudinal effects of a restructuring program for inner-city elementary schools. *American Educational Research Journal*, 30, 123-148.

- Magnuson, K. (2005). *Does early childhood behavior affect achievement in middle childhood and early adolescence?* (Prepared for the Society for Research in Child Development Biennial Conference). Atlanta, Georgia.
- Manlove, J. (1993). Multiple correlates of burnout in child care workers. *Early Childhood Research Quarterly*, 8, 499-518.
- McLanahan, S., and Sandefur, G. (1994). *Growing up with a single parent: What hurts, what helps*. Cambridge, MA: Harvard University Press.
- McLoyd, V. and Wilson, L. (1991). The strain of living poor: Parenting, social support, and child mental health. In A.C. Huston (Ed.), *Children in poverty: Child development and public policy* (pp. 105-135). New York: Cambridge University Press.
- Moore, K.A., Zaslow, M., Coiro, M.J., and Morrison, D.R. (1993). *Tabulations of the National Longitudinal Survey of Youth-Child Supplement*. Unpublished manuscript prepared for OMB submission for JOBS Observational Study, Washington, DC: Child Trends, Inc.
- Moore, K.A., Zaslow, M.J., Miller, S.M., and Magenheimer, F.B. (1995). *How well are they faring? AFDC families with preschool-aged children at the outset of the JOBS program*.
- Needleman, H.L., Schell, A., Bellinger, D., Leviton, A., and Allred, E.N. (1990). The long-term effects of exposure to low doses of lead in childhood: An 11-year follow-up report. *The New England Journal of Medicine*, 322, 83-88.
- Newacheck, P.W., and Hallfon, N. (1988). Preventive care. use by school-aged children: Differences by socioeconomic status. *Pediatrics*, 82, 462-468.
- Nord, C.W., Brimhall, D., and West, J. (1997). *Fathers' involvement in their children's school*. NCES 98-091. Washington, DC: National Center for Education Statistics, U.S. Department of Education.
- Parsons, J.E., Adler, T.F, and Kaczala, C.M. (1982). Socialization of achievement attitudes and beliefs: Parental influences. *Child Development*, 53, 310-321.
- Peterson, J.L., and Zill, N. (1986). Marital disruption, parent-child relationships, and behavior problems in children. *Journal of Marriage and the Family*, 48, 295-307.
- Powell, D.R. (1992). *Families and young children's school readiness*. Paper prepared for the National Center for Education Statistics.
- Powell, M. (1980). The Beginning Teacher Evaluation Study: A brief history of a major research project. In C. Denham and A. Lieberman (Eds.), *Time to learn* (pp. 1-5). Washington, DC: National Institute of Education.
- Puckering, C. (1989). Annotation: Maternal depression. *Journal of Child Psychology and Psychiatry*, 30, 807-817.
- Rahn, W. M., and Transue, J. E. (1998). Social trust and value change: the decline of social capital in American youth, 1976-1995. *Political Psychology*, 19, 545-563.

- Rosenberg, M. (1989). *Society and the adolescent self-image (Revised edition)*. Middletown, CT: Wesleyan University Press.
- Rosenthal, M. (1991). Behaviors and beliefs of caregivers in family day care: The effects of background and work environment. *Early Childhood Research Quarterly*, 6, 263-283.
- Schneider, B., and Coleman, J.S. (1993). *Parents, their children, and schools*. Boulder, CO: Westview Press.
- Sewell, W.H., and Hauser, R.M. (1976). Causes and consequences of higher education: Models of the status attainment process. In W.H. Sewell, R.M. Hauser, and D.L. Featherman (Eds.), *Schooling and achievement in American society*, (pp. 9-27). New York: Academic Press.
- Shonkoff, J.P. (1992). Health care policy and Part H services: Early intervention as a concept. In J.J. Gallagher and P.K. Fuller (Eds.), *The coordination of health and other services for infants and toddlers with disabilities: The conundrum of parallel service systems*.
- Soar, R.S., and Soar, R.M. (1979). Emotional climate and management. In P. Peterson and H. Walberg (Eds.), *Research on teaching: Concepts, findings and implications* (pp. 97-119). Berkeley, CA: McCutchan.
- Spivak, H., and Prothrow-Stith, D. (2001). The need to address bullying—an important component of violence prevention. *Journal of the American Medical Association*, 285, 2131-2132.
- Staff, J., Mortimer, J.T., and Uggem, C. (2004). Work and leisure in adolescence. In R.M. Lerner and L. Steinberg (Eds.), *Handbook of adolescent psychology, 2<sup>nd</sup> edition* (pp. 429-450). Hoboken, NJ: John Wiley & Sons, Inc.
- Stallings, J.A., and Stipek, D. (1986). Research on early childhood and elementary school teaching programs. In M.C. Wittrock (Ed.), *Handbook of research on teaching* (pp. 727-753). New York: Macmillan Publishing Company.
- Sullivan, M. (1993). Absent fathers in the inner city. *Annals of the American Academy of Political and Social Science* 501, 48-58.
- Teddlie, C., Kirby, P., and Stringfield, S. (1989). Effective versus ineffective schools: Observable differences in the classroom. *American Journal of Education*, 97, 221-236.
- Videon, T.M. (2002). Who plays and who benefits: Gender, interscholastic athletics and academic outcomes. *Sociological Perspectives*, 45, 4, 415-444.
- Wang, M., Haertel, G., and Walberg, H. (1990). What influences learning? A content analysis of review literature. *Journal of Educational Research*, 84, 30-43.
- Webb, N., and Lowther, M., (1993). Organizational commitment of child care providers employed in Centre facilities. *Journal of Child and Youth Care* 8, 1-16.

Wentzel, K.R. and Caldwell, K. (1997). Friendships, peer acceptance, and group membership: Relations to academic achievement in middle school. *Child Development*, 68, 6, 1198-1209.

Youniss, J., and Yates, M. (1997). *Community service and social responsibility in youth*. Chicago: University of Chicago Press.

Zill, N., Moore, K.A Smith, E.W., Stief, T., and Coiro, M.J. (1991). *Life circumstances and development of children in welfare families: A profile based on national survey data*. Washington, DC: Child Trends, Inc.

# **Appendix A.1**

## **ECLS-K Student Questionnaire**

### **Field Test Items Grades 8 and 10**

**October 2005**

## YOUR SCHOOL EXPERIENCES

1. What grade are you in?

5th grade  
6th grade  
7th grade  
8th grade  
9th grade  
10th grade (10<sup>th</sup> grade only)

*#2 for 10th grade only*

2. If you had to limit yourself to one of the following three choices, which comes nearest to describing your high school program?

MARK ONE RESPONSE ONLY

General  
College Preparatory (academic)  
Vocational (including technical or business)

*#3 for 10th grade only*

3. Have you ever been in any of the following kinds of courses or programs in school?

MARK ONE RESPONSE ON EACH LINE

Yes  
No

- a. Dropout prevention, Alternative, or Stay-in-School Program  
b. Special program to help students plan or prepare for college (e.g. AVID)

*#4 is for 10<sup>th</sup> grade only*

4. Have you taken any of the following courses?

Have not taken  
Am currently taking  
Have completed

- a. Algebra I  
b. Algebra II  
c. Geometry  
d. Pre-Calculus  
e. Calculus  
f. Biology  
g. Chemistry  
h. Physics

5. How many times did the following things happen this school year?  
MARK ONE RESPONSE ON EACH LINE

Never  
1-2 times  
3-6 times  
7-9 times  
10 or more times

- a. I was late for school.
- b. I was absent from school.

6. This school year, how often did you ...  
MARK ONE RESPONSE ON EACH LINE

Never  
Sometimes  
Often  
Always

- a. Feel like you were part of your school?
- b. Feel close to people at your school?
- c. Enjoy being at your school?
- d. Feel safe at your school?

7. During this school year, how many times have you been in a physical fight at school?  
ENTER NUMBER BELOW. IF NONE, WRITE 0.

\_\_\_\_\_

8. During this school year, how often have you felt rejected by other students at school? For example, how often have you felt rejected because other students have made fun of you, called you names, or excluded you from activities?

Never  
Once or twice during the school year  
Once or twice a month  
Once or twice a week, or  
Almost every day

9. During this school year, how often has another student physically harmed you or threatened you with harm, or tried to make you do things you didn't want to do like give them money?  
MARK ONE RESPONSE ON EACH LINE

Never  
Once or twice during the school year  
Once or twice a month  
Once or twice a week  
Almost everyday

## YOUR SCHOOL WORK

1. How important are good grades...  
MARK ONE RESPONSE ON EACH LINE

Not important  
Somewhat important  
Important  
Very important

- a. To you?  
b. To your parents?

2. In each of your current classes, how often do you try as hard as you can?  
MARK ONE RESPONSE ON EACH LINE

Not taking this class  
Never  
Sometimes  
Often  
Always

- a. English  
b. Math  
c. History/Social Studies  
d. Science

3. During this school year, how often do you ...  
MARK ONE RESPONSE ON EACH LINE

Never  
Sometimes  
Often  
Always

- a. Come to class with the materials you need (such as, paper, calculator, or books)?  
b. Get along with teachers?  
c. Pay attention in school?  
d. Turn in homework on time?  
e. Get along with other students?

4. Overall, about how many hours do you spend on homework each week both in and out of school combined?

\_\_\_\_\_ hours per week

5. Overall, what report card grades have you received in these classes so far this school year?  
MARK ONE RESPONSE ON EACH LINE

Not taking this class  
Mostly A's  
Mostly B's  
Mostly C's  
Mostly D's  
Other (specify)

- a. English
- b. Math
- c. History/Social Studies
- d. Science

6. In the past year, have you...  
MARK ONE RESPONSE ON EACH LINE

Yes  
No

- a. Had a tutor or mentor to help with your reading skills?
- b. Had a tutor or mentor to help with your math skills?
- c. Attended summer school for a class you did not do well in during the school year?

7. As things stand now, how far in school do you think you will get?  
MARK ONE RESPONSE ONLY

Less than high school graduation  
High school graduation or GED only  
Attend or complete a 2-year program in a community college or vocational school  
Attend college, but not complete a 4-year degree  
Graduate from a 4-year college  
Obtain a Master's degree or equivalent  
Obtain a Ph.D, M.D., or other advanced degree  
Don't know

## ACTIVITIES

1. Have you participated in the following school-sponsored activities this school year?  
MARK ONE RESPONSE ON EACH LINE

Did not participate  
Participated  
Participated as an officer, leader, or captain

- a. Intramural sports (competition between teams in your school)
- b. Interscholastic sports (competition with teams from other schools)
- c. Band, orchestra, or choir
- d. School play or musical
- e. Student government
- f. National Honor Society (NHS) or other academic honor society
- g. School yearbook, newspaper, literary magazine
- h. School sponsored volunteering or community service
- i. Academic or hobby club (such as Foreign Language, Computer, Debate or Photography)
- j. Vocational education club, vocational student organization (such as DECA, SkillsUSA, VICA, FFA, FHA)

2. In a typical week, how many total hours do you spend on all school-sponsored extracurricular activities (sports, clubs, or other activities)?  
MARK ONE RESPONSE ONLY

None  
One hour or less  
2-10 hours  
11-20 hours  
21 or more hours

3. How often do you spend time...  
MARK ONE RESPONSE ON EACH LINE

Rarely or never  
Less than once a week  
Once or twice a week  
Every day or almost every day

- a. Having friends over to your home?
- b. Hanging out at a friend's home?
- c. Out with friends (not at someone's home)?
- d. Riding around in a car with friends?
- e. Talking with friends on the telephone or Internet?
- f. Working on hobbies, arts, crafts, or playing a musical instrument?
- g. Volunteering or performing community service?
- h. Taking classes: music, art, language, or dance?
- i. Playing non-school sports?
- j. In an organized non-school activity (such as, scouts, 4-H, or youth groups)?
- k. At home by yourself?

4. How many hours of reading do you do each week not counting schoolwork? (Please do not count any school-assigned reading.)

\_\_\_\_\_ hours

5. What are the titles of the last three books you have read? (Do not count any school-assigned reading.)

ENTER NAME OF THE PUBLICATION

a. 1<sup>st</sup> book \_\_\_\_\_

b. 2<sup>nd</sup> book \_\_\_\_\_

c. 3<sup>rd</sup> book \_\_\_\_\_

6. How many days in the past week did you ...

WRITE A NUMBER ON EACH LINE

a. Read national or local news in a newspaper? \_\_\_\_\_ number of days

b. Watch national or local news on TV? \_\_\_\_\_ number of days

7. How many hours a day do you usually watch TV, videotapes, or DVDs?

MARK ONE RESPONSE ON EACH LINE

Don't watch TV, videotapes, or DVDs

Less than 1 hour a day

1 hour or more, but less than 2

2 hours or more, but less than 3

3 hours or more, but less than 5

5 hours or more a day

a. On weekdays

b. On weekends

8. Do you have a TV in your bedroom?

Yes

No

9. How many hours a day do you play computer or videogames such as Nintendo, Play Station, or XBOX?

MARK ONE RESPONSE ON EACH LINE

Don't play computer or videogames

Less than 1 hour a day

1 hour or more, but less than 2

2 hours or more, but less than 3

3 hours or more, but less than 5

5 hours or more a day

- a. On weekdays
- b. On weekends

10. How often do you use a computer?

MARK ONE RESPONSE ON EACH LINE

Never

Rarely

Once or twice a week

Everyday or almost everyday

- a. For school work or assignments
- b. Other than schoolwork (such as playing games or e-mail).

## WORK

1. Have you worked for pay during this school year (not counting work or chores around the house)?

Yes

No (Skip to next section.)

2. During how many months have you worked for pay during this school year?

Less than 2 months

Between 2 and 5 months.

More than 5 months.

3. Not counting chores around the house, how many hours did you work a week on the job you had this school year?

Up to 4 hours a week

5 – 10 hours a week

11 – 15 hours a week

16 – 20 hours a week

21 or more hours a week

4. How many of those hours each week are/were on the weekend (Saturday or Sunday)?

\_\_\_\_\_ hours

5. Have any of these things ever happened during this school year because of your job?

Yes

No

- a. You have come to school tired.
- b. You did not finish homework.
- c. You skipped school.

6. Is your current or most recent job related to the job you want to have when you complete your education?

Closely related

Somewhat related

Not related at all

## ABOUT YOURSELF

1. How true is each of these about you?

MARK ONE RESPONSE ON EACH LINE

Not at all true  
A little bit true  
Mostly true  
Very true

- a. Math is one of my best subjects
- b. I have a nice looking face
- c. Overall, I have a lot to be proud of
- d. I am honest
- e. I enjoy things like sports, gym, and dance
- f. I am hopeless in English classes
- g. I worry more than I need to
- h. I get along well with my parents
- i. I get bad grades in most school subjects
- j. I am not very popular with members of my own sex
- k. It is difficult to make friends with members of my own sex
- l. I get good grades in math
- m. I am good looking
- n. Most things I do, I do well
- o. I often tell lies
- p. I am good at things like sports, gym, and dance
- q. Work in English classes is easy for me
- r. I am a nervous person
- s. My parents treat me fairly
- t. I learn things quickly in most school subjects
- u. I make friends easily with boys
- v. I make friends easily with girls
- w. I have always done well in math
- x. Other people think I am good looking
- y. Overall, most things I do turn out well
- z. I sometimes cheat
- aa. I am awkward at things like sports, gym, and dance
- bb. English is one of my best subjects
- cc. I often feel confused and mixed up
- dd. My parents understand me
- ee. I do things as well as most people
- ff. I am better than most of my friends at things like sports, gym, and dance
- gg. I get good grades in English
- hh. I get upset easily
- ii. I do not like my parents very much
- jj. I am good at most school subjects
- kk. I do not get along very well with boys
- ll. I do not get along very well with girls
- mm. If I really try I can do almost anything I want to do
- nn. I sometimes take things that belong to other people

- oo. I learn things quickly in English classes
- pp. I worry about a lot of things
- qq. I make friends easily with members of my own sex
- rr. Overall, I am a failure
- ss. I sometimes tell lies to stay out of trouble

2. How often do you do the following things?  
MARK ONE RESPONSE ON EACH LINE

Never  
Rarely  
Sometimes  
Most of the time  
Always

- a. I stay with a task until I solve it.
- b. Even when a task is difficult, I want to solve it anyway.
- c. I keep my things orderly.
- d. I try to do my best on all my work.
- e. When I start something, I follow it through to the end.

3. How true is each of these about you?  
MARK ONE RESPONSE ON EACH LINE

Not True  
Somewhat True  
Certainly True

- a. I try to be nice to other people. I care about their feelings.
- b. I usually share with others, for example CD's, games, food.
- c. I am helpful if someone is hurt, upset or feeling ill.
- d. I am kind to younger children.
- e. I often offer to help others (parents, teachers, children).

*#4 for 10th grade only*

4. What racial/ethnic group do you belong to?  
MARK ALL THAT APPLY

Asian or Pacific Islander  
Hispanic  
Black, not of Hispanic origin  
White, not of Hispanic origin  
American Indian or Alaska Native

*#5 for 10<sup>th</sup> grade only*

5. How many of your friends are of a different race/ethnicity than you?

All  
Most  
About half  
Some  
None

## YOUR PARENTS AND FRIENDS

1. In the past year, how often have your parents discussed the following with you?  
MARK ONE RESPONSE ON EACH LINE

Never  
Rarely  
Sometimes  
Often

- a. Selecting courses or programs at school
- b. Plans for after high school
- c. Community, national, and world events
- d. Things that are troubling you

2. How often do your parents ...  
MARK ONE RESPONSE ON EACH LINE

Never  
Rarely  
Sometimes  
Always

- a. Check that you have completed all your homework?
- b. Discuss your report card with you?
- c. Know where you are when you are not at home or in school?
- d. Make and enforce curfews for you?
- e. Require you to do work or chores?

3. How would your parents feel if you did not...  
MARK ONE RESPONSE ON EACH LINE

Extremely disappointed  
Very disappointed  
Somewhat disappointed

- a. Graduate from high school?
- b. Graduate from college?

4. Please answer the next set of questions about the parents or guardians you live with. If you spend time in more than one home, answer the questions about the parents or guardians who have the most say over your daily life

Strongly agree  
Agree somewhat  
Disagree somewhat  
Strongly disagree

- a. I can count on my parents to help me out, if I have some kind of problem
- b. My parents keep pushing me to do my best in whatever I do
- c. My parents keep pushing me to think independently
- d. My parents help me with my schoolwork if there is something I don't understand
- e. When my parents want me to do something, they explain why
- f. When I get a poor grade in school, my parents encourage me to try harder
- g. My parents know who my friends are
- h. My parents spend time just talking to me
- i. My family does things for fun together

5. How much do your parents TRY to know....  
MARK ONE RESPONSE ON EACH LINE

Don't try  
Try a little  
Try a lot

- a. Where you go at night?
- b. What you do with your free time?
- c. Where you are most afternoons after school?

6. How much do your parents REALLY know...  
MARK ONE RESPONSE ON EACH LINE

Don't know  
Know a little  
Know a lot

- a. Where you go at night?
- b. What you do with your free time?
- c. Where you are most afternoons after school?

7. Among your close friends, how important is it to them that they...  
MARK ONE RESPONSE ON EACH LINE

Not important  
Somewhat important  
Very important  
Not applicable, I have no close friends.

- a. Attend classes regularly?
- b. Attend religious services?
- c. Play sports?
- d. Get good grades?
- e. Be popular/well-liked by others?
- f. Finish high school?
- g. Continue their education past high school?
- h. Do community work or volunteering?

8. Who do you talk to when you need...  
MARK ALL THAT APPLY IN EACH ROW

Parent  
Other adult relative  
Teacher or coach at school  
Another adult  
Friends  
Siblings  
No one

- a. Someone to cheer you up?
- b. Help with school work?
- c. Advice about making important decisions?

## HOME LANGUAGE – 8<sup>th</sup> grade only

1. Is any language other than English regularly spoken in your home?

Yes

No (Skip to next section. )

2. With regards to THAT LANGUAGE, how well do you do the following?  
MARK ONE RESPONSE ON EACH LINE

Very well

Well

Not well

Not at all

- a. Understand that language when it is spoken
- b. Speak that language
- c. Read that language
- d. Write that language

## GENERAL HEALTH

1. How would you describe your health?

Excellent  
Very good  
Good  
Fair  
Poor

2. In the last month, how often ...

MARK ONE RESPONSE ON EACH LINE

Not in the past month  
1 or 2 times last month  
About once a week  
About 2 or 3 days per week  
Almost every day or every day

- a. Did you feel really sick?
- b. Did you wake up feeling tired?
- c. Did you have acne?
- d. Did you have a headache?
- e. Did you have aches, pains, or soreness in your muscles or joints?
- f. Did you have a stomach ache?

3. What time do you typically go to bed...

MARK ONE RESPONSE AND CIRCLE EITHER AM OR PM ON EACH LINE

ENTER TIMES (EXAMPLE 9:30) \_\_\_\_\_  
AM  
PM

- a. On a school night?
- b. On a weekend night?

4. What time do you typically wake up...

MARK ONE RESPONSE AND CIRCLE EITHER AM OR PM ON EACH LINE

ENTER TIMES \_\_\_\_\_  
AM  
PM

- a. On a school day?
- b. On a weekend day?

## WEIGHT AND EXERCISE

1. How would you describe your weight?

Very underweight  
Slightly underweight  
About the right weight  
Slightly overweight  
Very overweight

2. Which of the following are you trying to do about your weight?

Lose weight  
Gain weight  
Stay the same weight  
I am not trying to do anything about my weight

3. Have you ever...

MARK ONE RESPONSE ON EACH LINE

Yes  
No

- a. Exercised to lose weight or keep from gaining weight?
  - b. Eaten less food, fewer calories, or food low in fat to lose weight or to keep from gaining weight?
  - c. Gone without eating for 24 hours or more (also called fasting) to lose weight or to keep from gaining weight?
  - d. Taken any diet pills, powders, or liquids without a doctor's advice to lose weight or to keep from gaining weight? (Do not include meal replacement products such as Slim Fast)?
  - e. Vomited or taken laxatives to lose weight or to keep from gaining weight?
4. On how many of the past 7 days did you exercise or participate in physical activity for at least 20 minutes that made you sweat and breathe hard, such as basketball, soccer, running, swimming laps, fast bicycling, fast dancing, or similar aerobic exercise?

0 days  
1 day  
2 days  
3 days  
4 days  
5 days  
6 days  
7 days

5. In an average week when you are in school, on how many days do you go to physical education (PE) classes?

0 days  
1 day  
2 days  
3 days  
4 days  
5 days

## CIVIC ATTITUDES AND BELIEFS

*#1 for 10<sup>th</sup> grade*

1. How much do you agree or disagree with each statement?

MARK ONE RESPONSE ON EACH LINE

Strongly agree  
Agree  
Neither agree nor disagree  
Disagree  
Strongly disagree

- a. I respect the political institutions in the United States.
- b. The courts in the U.S. guarantee a fair trial.
- c. The basic rights of citizens are well protected by our political system.
- d. I am proud to live under our political system.
- e. I feel that I should support our system of government.

2. Read each of these statements and for each item please mark the answer that best describes your opinion.

MARK ONE RESPONSE ON EACH LINE

Definitely should not be the government's responsibility  
Probably should not be the government's responsibility  
Probably should be the government's responsibility  
Definitely should be the government's responsibility  
Don't know

- a. To provide basic health care for everyone
- b. To provide an adequate standard of living for old people
- c. To provide an adequate standard of living for the unemployed

3. How much of the time can you trust each of the following institutions?

MARK ONE RESPONSE ON EACH LINE

Never  
Only some of the time  
Most of the time  
Always  
Don't know

- a. The federal government in Washington
- b. The police
- c. Students in your school
- d. People in your neighborhood
- e. Teachers in your school

## **Appendix A.2**

### **ECLS-K Dropout Questionnaire**

#### **Field Test Items Grade 10**

**October 2005**

## YOUR SCHOOLING

1. Please print the name and location of the last school you attended? If you don't know the complete address, fill in as much as you know.

Name of school \_\_\_\_\_  
Street address \_\_\_\_\_  
City \_\_\_\_\_  
State \_\_\_\_\_  
Zip Code \_\_\_\_\_

2. What grade were you in then?

8th grade  
9th grade  
10th grade  
No grade system used (skip to question 4)

3. Did you pass that grade?

Yes  
No

4. Before you last left school, did you ever leave for more than a month for a reason other than illness or summer vacation?

Yes  
No

5. Here are some reasons other people have given for leaving school. Which of these would you say applied to you?

MARK ONE RESPONSE ON EACH LINE

Yes  
No

- a. You got in trouble at school
- b. Difficulties with your school work
- c. Didn't like school.
- d. You wanted to work instead.
- e. Problems with other students or teachers
- f. (FOR FEMALES ONLY) You were pregnant
- g. You became the father/mother of a baby
- h. You had to support your family
- i. You did not feel safe at school
- j. You preferred to get a GED
- k. You missed too many school days
- l. You were sent to jail.
- m. You felt out of place because you were older than most other students in your grade.

6. Which one of these was the most important reason you left school?

MARK ONE RESPONSE ONLY

- a. You got in trouble at school
- b. Difficulties with your school work
- c. Didn't like school.
- d. You wanted to work instead.
- e. Problems with other students or teachers
- f. (FOR FEMALES ONLY) You were pregnant
- g. You became the father/mother of a baby
- h. You had to support your family
- i. You did not feel safe at school
- j. You preferred to get a GED
- k. You missed too many school days
- l. You felt out of place because you were older than most other students in your grade.

7. On the whole, do you feel that leaving school was a good decision for you?

- Yes
- No
- Don't Know

8. Do you plan to get a GED, high school diploma, or its equivalent?

- Yes (Skip to question 10)
- No (Skip to question 13)
- I already have a GED or equivalent

9. How did you earn the GED or equivalency? What program of school were you enrolled in, if any?

MARK ONE RESPONSE ONLY

- No program, just took exam
- Part of job training program
- Enrolled through adult education
- Part of child care program or early childhood program
- Prison GED program
- Other (write in below) Specify

10. Why did you decide to complete your GED equivalency?

MARK ONE RESPONSE ON EACH LINE

- Yes
- No

- a. To improve, advance, or keep up to date on current job
- b. To train for a new job or new career
- c. To improve basic reading, writing, or math skills
- d. To meet entrance requirements for additional schooling
- e. Required or encouraged by your employer

- f. It was important to my family
- g. To feel good about myself

11. Are you currently taking a class to prepare for the GED examination?

Yes  
No

12. Do you plan to do either of the following?

MARK ONE RESPONSE ON EACH LINE

Yes  
No

- a. Go back to school to get a high school diploma
- b. Enroll in a class to prepare for taking the GED or other equivalency test

## ABOUT YOURSELF

13. How many hours of reading do you do each week?

\_\_\_\_\_ Hours

14. How important is each of the following to you in your life?

MARK ONE RESPONSE ON EACH LINE

Not important  
Somewhat important  
Very important

- a. Being successful in your line of work
- b. Finding the right person to marry and having a happy family life
- c. Having lots of money
- d. Having strong friendships
- e. Being able to find steady work
- f. Helping other people in your community
- g. Being able to give your children better opportunities than you've had
- h. Living close to parents and relatives
- i. Getting away from this area of the country
- j. Working to correct social and economic inequalities
- k. Having children
- l. Having leisure time to enjoy your own interests
- m. Becoming an expert in your field of work
- n. Getting a good job
- o. Being an active and informed citizen
- p. Supporting environmental causes
- q. Being patriotic

15. As things stand now, how far in school do you think you will get?

Less than high school graduation  
GED or other equivalency only  
High school graduation only  
Attend or complete a 1- or 2-year program in a community college or vocational school  
Attend college, but not complete a 4 year degree  
Graduate from a 4-year college  
Obtain a Master's degree or equivalent  
Obtain a Ph.D., M.D., or other advanced degree  
Don't know

16. By age 30 how likely is it that you will...

MARK ONE RESPONSE ON EACH LINE

Almost no chance  
Some chance, but probably not  
A 50-50 chance  
A good chance  
Almost certain

- a. Be alive?
- b. Be in good health?
- c. Be a parent?
- d. Own your own home?
- e. Be happily married?

## HEALTH

17. How would you describe your health?

Excellent  
Very good  
Good  
Fair  
Poor

## WORK EXPERIENCE

18. How many jobs have you held since you last left high school?

- None (Skip to question 24)
- One
- Two
- Three
- Four
- Five or more

19. When did you start working at your current or most recent job?

ENTER MONTH AND YEAR

20. During the past week, did you work at a job for pay or income, including self-employment?

- Yes (Skip to question 22)
- No (Skip to question 21)
- Disabled/Unable to work (Skip to question 23)

21. Were you on leave or vacation from a job during the past week?

- Yes (Skip to question 23)
- No (Skip to question 24)

22. About how many total hours per week do you usually work for pay or income, counting all jobs?

ENTER WEEKLY HOURS. IF HOURS VARY, PROBE FOR AVERAGE PER WEEK.

23. In the past 12 months, how many months, if any, have you worked for pay or income?

24. Have you been actively looking for work in the past 4 weeks?

- Yes (Skip to question 25)
- No

25. What have you been doing in the past 4 weeks to find work? Have you ...

MARK ONE RESPONSE ON EACH LINE

Yes

No

- a. Checked with an employment agency?
- b. Checked with an employer directly or sent a resume?
- c. Checked with friends or relatives?
- d. Placed or answered job ads?

# **Appendix B**

## **ECLS-K Parent Questionnaire**

**Grades 8 and 10**

**October 2005**

**ECLS-K Parent Interview**  
**Field Test Items: October 13, 2005**

<b>ECLS-K Parent Interview Section</b>		<b>Construct Topic</b>	<b>Constructs</b>
INQ	Introduction		
PIQ	Parent Involvement	Home/Family context	1. Parental school involvement 2. Expectations for school achievement
SCQ (new)	Schooling	School academic experiences	1. School hours, 2. Grades
		School outcomes	1. Suspension
		School characteristics	1. School choice 2. Perceptions of school quality, climate, & safety
FSQ	Family Structure	Household members	1. Household members
HEQ	Home Environment, Activities, and Cognitive Stimulation	Home/Family context	1. Family activities/routines 2. Time spent on homework 3. Parental involvement: non-school 4. Parent/child communication
CFQ	Critical Family Processes	Home/Family context	1. Family conflict 2. Religious affiliation & activity
DWQ	Discipline, Warmth, and Emotional Supportiveness	Home/Family context	1. Parenting behaviors 2. Parental monitoring, 3. Parenting beliefs/attitudes 4. Parenting style
NRQ	Non-Resident Parent Questions	Home/Family context	1. Contact with non-resident parent
PLQ	Primary Home Language (from fall K)	Home/Family context	1. Home language
CHQ	Child Health and Well Being	Health and well-being	1. General health, 2. Disabilities 3. Disease, 4. Medical care, 5. Medications 6. Injuries, 7. Medical insurance 8. Therapy services
		Socioemotional development	1. Internalizing behaviors 2. Externalizing behaviors
PPQ	Parent's Psychological Well Being and Health	Home/Family context	1. Parental stress 2. Parental depression
PEQ	Parent Education	Home/Family context	1. Highest education update
EMQ	Parent Employment	Home/Family context	1. Employment update
WPQ	Welfare and Other Public Transfers	Home/Family context	1. Receipt of welfare
FDQ	Food Security	Home/Family context	1. Food sufficiency
PAQ	Parent Income and Assets	Home/Family context	1. Income, assets, & debt, 2. College fund savings/investment
CMQ	Child Mobility and Plans to Move	Home/Family contexts	1. Residential transience
		Academic experiences	1. School transience

**ALL ITEMS ARE INTENDED FOR GRADES 8 AND 10 UNLESS OTHERWISE NOTED.**

## INTRODUCTION - INQ

INQ.005 We spoke with someone in your household before about an ongoing study that {{CHILD}} {and TWIN}} participated in a few years ago called the Early Childhood Longitudinal Study Kindergarten Class. The U.S. Department of Education's National Center for Education Statistics sponsors the study. Now that {{CHILD}} {and TWIN}} {is/are} older, I have some more questions for you that ask about {{CHILD}}'s {and TWIN}'s} school and home experiences. The information I collect in this interview will be extremely valuable in understanding the development of children and how their school experiences can be improved.

All responses that relate to or describe identifiable characteristics of individuals may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, unless otherwise compelled by law.

During our last interview, we talked with {NAME OF RESPONDENT} who took part in the Early Childhood Longitudinal Study Kindergarten Class in the (spring 2004/spring 2002). Am I talking to the same person?

YES  
NO

INQ.011 May I have your name, please?

\_\_\_\_\_  
FIRST NAME

\_\_\_\_\_  
LAST NAME

INQ.014 {For this interview, I will first ask questions that collect information **specifically about {CHILD}** and general questions about you and your household. Once those questions are finished, I will need to ask some questions that collect information specifically about {TWIN}. There will **not** be as many questions for {TWIN }, since I will **not** need to ask the questions about you or your household.

INQ.015 {Before we begin the interview, I would like to verify some information.} I have recorded {CHILD's FIRST, MIDDLE, AND LAST NAME} as {CHILD}'s full name. Is this correct?

FIRST NAME: [\_\_\_\_\_]
MIDDLE NAME: [\_\_\_\_\_]
LAST NAME: [\_\_\_\_\_]

INQ.020 {In the last interview, we recorded that {CHILD}'s home address was:}/{What is {CHILD}'s home address?}

STREET ADDRESS1: [\_\_\_\_\_]
STREET ADDRESS2: [\_\_\_\_\_]
CITY: [\_\_\_\_\_]
STATE: [\_\_\_\_\_]
ZIP CODE: [\_\_\_\_\_]

{Is this still correct?}

YES, CORRECT ADDRESS (INQ.040)
YES, SAME ADDRESS – MINOR
CORRECTIONS
NO. NEW ADDRESS

INQ.040 {I have recorded that {PHONE NUMBER} is {CHILD}'s family's current home phone number. Is this correct? /What is {CHILD}'s family's current phone number?}

|\_|\_|\_|\_| - |\_|\_|\_|\_|\_| - |\_|\_|\_|\_|\_|
ENTER TELEPHONE NUMBER

## PARENT INVOLVEMENT – PIQ

PIQ.010 During this school year, have you or another adult in your household taken it upon yourself to contact {CHILD}'s teacher or school for any reason having to do with {CHILD}?

YES  
NO

PIQ.020 Since the beginning of this school year have you or the other adults in your household....

- a. Attended an open house or back-to-school night?
- b. Attended a meeting of a PTA, PTO, or Parent-Teacher Organization?
- c. Gone to a regularly scheduled parent-teacher conference with {CHILD}'s teacher or meeting with {CHILD}'s teacher?
- d. Attended a school or class event, such as a play, sports event, or science fair?
- e. Volunteered at the school or served on a committee?
- f. Participated in fundraising for {CHILD}'s school?

PIQ.045 In another interview, it was reported that {ENGLISH/NON-ENGLISH LANGUAGE/a language other than English} is spoken in your home. When {CHILD}'s teacher sends home notes or newsletters, are these in {ENGLISH/NON-ENGLISH LANGUAGE/a language that you speak}?

YES  
NO

PIQ.050 This year, have the following reasons made it hard for you to participate in activities at {CHILD}'s school? How about...

YES  
NO

- a. Inconvenient meeting times? Has that made it hard for you to participate in activities at {CHILD}'s school?
- b. No child care keeps your family from going to school meetings or events? Has that made it hard for you to participate in activities at {CHILD}'s school?
- c. Family members can't get time off from work? Has that made it hard for you to participate in activities at {CHILD}'s school?
- d. Problems with safety going to the school? Has that made it hard for you to participate in activities at {CHILD}'s school?
- e. The school does not make your family feel welcome? Has that made it hard for you to participate in activities at {CHILD}'s school?
- f. Problems with transportation to the school? Has that made it hard for you to participate in activities at {CHILD}'s school?
- g. Problems because you or members of your family speak a language other than English and meetings are conducted only in English?  
Has that made it hard for you to participate in activities at {CHILD}'s school?
- h. You don't hear about things going on at school that you might want to be involved in? Has that made it hard for you to participate in activities at {CHILD}'s school?

PIQ.065 About how many parents of {CHILD}'s school friends do you talk with regularly, either in person or on the phone?

PIQ.070 How far in school do you expect {CHILD} to go? Would you say you expect {him/her}

To receive less than a high school diploma,  
To graduate from high school,  
To attend two or more years of college,  
To finish a four- or five-year college degree,  
To earn a master's degree or equivalent, or  
To finish a Ph.D., MD or other advanced degree?

*Skip PIQ.100 for grade 8, ask PIQ.100 a, b, c, and p in grade 10;*

PIQ.100 How important is each of the following to you in your child's choice of a school to attend after high school?

Not important,  
Somewhat important, or  
Very important

- a. Low expenses such as, tuition, books, room and board
- b. The availability of financial aid, such as a school loan, scholarship, or grant
- c. The availability of specific courses or curriculum
- d. A strong reputation of the school's athletic programs
- e. An active social life at the school
- f. The ability to attend school while living at home
- g. A chance to live away from home
- h. A religious environment
- i. A low crime environment
- j. A good record for placing graduates in jobs
- k. A good record for placing graduates in graduate school
- l. A strong reputation of the school's academic programs
- m. An easy admissions standards
- n. The racial/ethnic composition of the school
- o. The size of school
- p. The location of school

PIQ.110 How disappointed would you be if {NAME} did not graduate from high school? Would you say you would be..

Extremely disappointed,  
Very disappointed,  
Somewhat disappointed, or  
Not disappointed?

*[Skip PIQ.112 if PIQ.070 is ("To receive less than a high school diploma" or "graduate from high school")*

PIQ.112 How disappointed would you be if {NAME} did not graduate from college? Would you say you would be..

Extremely disappointed,  
Very disappointed,  
Somewhat disappointed, or  
Not disappointed?

*[Grade 8 only]*

PIQ.120 If {NAME} could be only one of the following in high school, which would be most important to you?

A brilliant student,  
A leader in school activities,  
An athletic star, or  
The most popular?

## SCHOOLING – SCQ

SCQ.005 What is the name of the school your child attends?

USING ELECTRONIC LOOK-UP FILE, IDENTIFY CHILD'S SCHOOL,  
CONFIRMING NAME, STREET, CITY, STATE. IF NO ELECTRONIC  
MATCH CAN BE MADE, ENTER SCHOOL INFO

ENTER NAME \_\_\_\_\_  
STREET \_\_\_\_\_  
CITY \_\_\_\_\_  
STATE \_\_\_\_\_

OR

CHILD IS CURRENTLY HOMESCHOOLED (GO TO SCQ.070)

CHILD HAS DROPPED OUT OF SCHOOL (GO TO SCQ.060)

SCQ.010 Is {CHILD's} school a public or a private school?

PUBLIC (GO TO SCQ.020)

PRIVATE (GO TO SCQ.060)

SCQ.020 Is it (HIS/HER) regularly assigned school or a school that you chose?

ASSIGNED (GO TO SCQ.030)

CHOSEN (GO TO SCQ.060)

ASSIGNED SCHOOL IS SCHOOL OF CHOICE (GO TO SCQ.030)

SCQ.030 Is (HIS/HER) school in your assigned school district?

YES

NO

*[Ask SCQ.060 for grades 8 and 10 only]*

SCQ.060 Now I would like to ask you about (CHILD)'s grades during this school year. Overall, across all subjects (he/she) takes at school, does (he/she) get mostly...

A's,  
B's,  
C's,  
D's,  
F's, or

Does (CHILD)'s school not give these grades?

*[Ask SCQ.070 only if SCQ.060 is "school does not give these grades" or respondent indicates that they don't know]*

SCQ.070 Would you describe (his/her) work at school as...

Excellent,  
Above average,  
Average,  
Below average, or  
Failing?

SCQ.080. Has (CHILD) ever had an in- or out-of-school suspension?

YES

NO (SKIP 090)

SCQ.090 How many times was (CHILD) suspended?

SCQ.140 How much do you agree or disagree with each of the following statements about {CHILD}'s school?

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

- a. {CHILD}'s school places a high priority on learning.
- b. {CHILD}'s school is a safe place.
- c. {CHILD}'s school is a good school.
- d. Violence is a problem at (CHILD)'s school.
- e. Drinking or drugs is a problem at (CHILD)'s school.

SCQ.150 How satisfied are you with the education your child has received in (his/her) current school?

Very satisfied

Somewhat satisfied

Somewhat dissatisfied

Very dissatisfied

## FSQ - Family Structure

FSQ.Intro      Now I have a few questions about your household. We have listed that (READ NAMES FROM MATRIX) lived in this household at the time of our last interview.

As I read each person's name again, please tell me if he or she **still** lives in this household.

FSQ.010      Does {NAME} **still** live in this household?

FSQ.015      Why is {NAME} no longer living in this household?

SEPARATION OR DIVORCE  
ATTENDING COLLEGE OR  
BOARDING SCHOOL  
LIVING ELSEWHERE FOR  
EMPLOYMENT-RELATED REASONS  
DECEASED  
MOVED ON  
ROSTER ERROR  
MOVED BACK WITH PARENTS  
SOME OTHER REASON (SPECIFY)(FSQ.0150S)

FSQ.0150S    [Why is {NAME} no longer living in this household?]

ENTER OTHER REASON

FSQ.020      [Please tell me the names and ages of all the other people who normally live here. Please do not include anyone staying here temporarily who usually lives somewhere else.]

PROBE: Anyone else (living in this household)?

FSQ.025      ENTER LAST NAME OF {NAME}.

FSQ.030      How old {are you/is {NAME}}?

FSQ.040      CODE IF OBVIOUS. OTHERWISE, ASK: {Are you/Is {NAME}} male or female?

FSQ.060      Have we missed anyone who usually lives here who is temporarily away from home or living in a dorm at school, or any babies or small children?

FSQ.110      Do you have a spouse or partner who lives in this household?

YES  
NO

FSQ.120      Who in the household is your spouse or partner?

FSQ.100      During our last interview, it was reported that you were {CHILD}'s {RELATIONSHIP}. Has there been a change in your relationship to {CHILD}?

YES  
NO

FSQ.121      During our last interview, it was reported that {NAME OF SPOUSE/PARTNER} was {CHILD}'s {RELATIONSHIP}. Has there been a change in the relationship of {NAME OF SPOUSE/PARTNER} to {CHILD}?

YES  
NO

FSQ.130      What is {your/{NAME}'s} relationship to {CHILD}?

MOTHER/FEMALE GUARDIAN  
 FATHER/MALE GUARDIAN  
 SISTER  
 BROTHER  
 GIRLFRIEND OR PARTNER OF {CHILD}'S PARENT/GUARDIAN  
 BOYFRIEND OR PARTNER OF {CHILD}'S PARENT/GUARDIAN  
 GRANDMOTHER  
 GRANDFATHER  
 AUNT  
 UNCLE  
 COUSIN  
 OTHER RELATIVE  
 OTHER NON-RELATIVE

FSQ.140      {Are you/Is {NAME}} {CHILD}'s...

Birth mother,  
 Adoptive mother,  
 Step mother, or  
 Foster mother or female guardian?

FSQ.150      {Are you/Is {NAME}} {CHILD}'s...

Birth father,  
 Adoptive father,  
 Step father, or  
 Foster father or male guardian?

FSQ.160      {Are you/Is {NAME}} {CHILD}'s...

Full sister,  
 Half sister,  
 Step sister,  
 Adoptive sister, or  
 Foster sister?

FSQ.170      {Are you/Is {NAME}} {CHILD}'s...

Full brother,  
 Half brother,  
 Step brother,  
 Adoptive brother, or  
 Foster brother?

FSQ.180      CODE NON-RELATIVE RELATIONSHIP BELOW IF MORE DESCRIPTIVE.

GIRLFRIEND OR PARTNER OF {CHILD}'S PARENT/GUARDIAN  
 BOYFRIEND OR PARTNER OF {CHILD}'S PARENT/GUARDIAN  
 FEMALE GUARDIAN  
 MALE GUARDIAN  
 DAUGHTER/SON OF {CHILD}'S PARENT'S PARTNER  
 OTHER RELATIVE OF {CHILD}'S PARENT'S PARTNER  
 OTHER NONRELATIVE..... 7 (FSQ.181)  
     SPECIFY \_\_\_\_\_

FSQ.181      SPECIFY OTHER NON-RELATIVE.

\_\_\_\_\_  
 OTHER NON-RELATIVE

FSQ.190 {Are you/Is {NAME}} of Hispanic origin?

YES  
NO

FSQ.195 What is {your/{NAME}'s} race?

AMERICAN INDIAN OR ALASKA NATIVE  
ASIAN  
BLACK OR AFRICAN AMERICAN  
NATIVE HAWAIIAN OR OTHER  
PACIFIC ISLANDER  
WHITE  
ANOTHER RACE (SPECIFY)

FSQ.198 [What is {your/{NAME}'s} race?]

ENTER OTHER-SPECIFY TEXT.

---

OTHER RACE

FSQ.300 {FILL 1} currently married, separated, divorced, widowed, or {FILL 2} never been married?

MARRIED  
SEPARATED  
DIVORCED  
WIDOWED  
NEVER MARRIED

### FSQ.300 FILL SPECIFICATIONS

{FILL 1} currently married, separated, divorced, widowed, or {FILL 2} never been married?

{FILL 1}	{FILL 2}	<b>ParentIsR</b>  The current roster shows a relationship of birth/adoptive mother or birth/adoptive father for the person flagged as the respondent for YES	<b>BioMoInHH</b>  The current roster shows the relationship of birth mother for at least one HH member (not the R) for YES	<b>BioFaInHH</b>  The current roster shows the relationship of birth father for at least one HH member (not the R) for YES	<b>AdopMoInHH</b>  The current roster shows the relationship of adoptive mother for at least one HH member (not the R) for YES	<b>AdopFaInHH</b>  The current roster shows the relationship of adoptive father for at least one HH member (not the R) for YES
Are you	have you	YES				
Are CHILD's biological parents	have they	NO	YES	YES		
Are CHILD's biological parents	have they	NO	NO	NO	NO	NO
Is CHILD's biological mother	has she	NO	YES	NO		
Is CHILD's biological father	has he	NO	NO	YES		
Is CHILD's adoptive mother	has she	NO	NO	NO	YES	NO
Is CHILD's adoptive father	has he	NO	NO	NO	NO	YES
Are CHILD's adoptive parents	have they	NO	NO	NO	YES	YES

## HOME ENVIRONMENT, ACTIVITIES, AND COGNITIVE STIMULATION – HEQ

HEQ.010 During the past year, how frequently did you or another adult family member and {CHILD} participate in the following activities together?

Never  
Rarely  
Sometimes  
Frequently

- a. Attending school activities such as sports, plays, or concerts,
- b. Working on homework or school projects
- c. Attending concerts, plays, or movies outside of school
- d. Attending sporting events outside of school
- e. Attending religious services
- f. Attending family social functions such as a party or wedding
- g. Taking day trips or vacations
- h. Working on a hobby or playing sports
- i. Going shopping
- j. Going to restaurants/eating out
- k. Spending time just talking together
- l. Doing something else fun together
- m. Watching TV together

HEQ.015 Have you read a book in the last year?

YES  
NO

HEQ.020 What are the titles of the last two books you have read?

1. \_\_\_\_\_ ENTER NAME

2. \_\_\_\_\_ ENTER NAME

HEQ.075 Are there family rules for {CHILD} about any of the following?

YES  
NO  
N/A

- a. What programs {CHILD} can watch?
- b. How early or late {he/she} may watch television?
- c. How many hours {he/she} may watch television on weekdays?
- d. Maintaining a certain grade point average
- e. Doing homework
- f. How many hours {he/she} may spend on the computer or playing video games each week?

HEQ.076 How often do you ...

Never  
Rarely  
Sometimes  
Always

- a. Check that your student has completed all homework?
- b. Discuss your student's report card with him/her?
- c. Know where your student is when he/she is not at home or in school?
- d. Make and enforce curfews for your student?
- e. Require your student to do work or chores?

HEQ.077 How often do you ...

Never  
Rarely  
Sometimes  
Always

CHILD HAS NO FRIENDS (Response will be coded if respondent volunteers it)

- a. Meet the friends that {CHILD} spends time with?
- b. How often do you approve of the friends that {CHILD} spends time with?
- c. How often does {CHILD} spend time with friends you don't approve of?

*[HEW.080 has a 0-5 hard range]*

HEQ.080 How many days a week does {CHILD} spend most of the afternoon after school with adult supervision (for example, with you or other relatives, coaches, or at work)?

HEQ.090 Now I have some questions about {CHILD's} homework. How often does {CHILD} do homework either at home or somewhere else outside of school? Would you say...

Never, (GO TO HEQ.110)  
Less than once a week  
1 to 2 times a week  
3 to 4 times a week, or  
5 or more times a week?  
HOMEWORK ISN'T ASSIGNED (GO TO HEQ.110)

HEQ.091 Is there a place in your home that is set aside for {CHILD} to do homework?

YES  
NO

HEQ.093 Does {CHILD} have someone who can help {him/her} with English homework?

YES HEQ.095)  
NO HEQ.096)

HEQ.095 During this school year, how often did someone help {CHILD} with {his/her} English homework? Would you say...

Never, (HEQ.096)  
Less than once a week,  
1 to 2 times a week,  
3 to 4 times a week, or  
5 or more times a week?

HEQ.095b Who usually helps {CHILD} with {his/her} English homework?

MOTHER  
FATHER  
SISTER OR BROTHER  
GRANDPARENT  
ANOTHER ADULT IN THE HOUSEHOLD  
SOMEONE AT AN AFTER SCHOOL PROGRAM  
ADULTS WHO DON'T LIVE IN THE HOUSEHOLD

HEQ.096 Does {CHILD} have someone who can help {him/her} with homework in math?

YES  
NO (HEQ.100)

HEQ.098 During this school year, how often did someone help {CHILD} with {his/her} math homework? Would you say...

Never,  
Less than once a week,  
1 to 2 times a week,  
3 to 4 times a week, or  
5 or more times a week?

HEQ.099 Who usually helps {CHILD} with {his/her} math homework?

MOTHER  
FATHER  
SISTER OR BROTHER  
GRANDPARENT  
ANOTHER ADULT IN THE HOUSEHOLD  
SOMEONE AT AN AFTER SCHOOL PROGRAM  
ADULTS WHO DON'T LIVE IN THE HOUSEHOLD

HEQ.100 Does {CHILD} have someone who can help {him/her} with homework in science?

YES  
NO (HEQ.110)

HEQ.101 During this school year, how often did someone help {CHILD} with {his/her} science homework? Would you say...

Never, (HEQ.110)  
Less than once a week,  
1 to 2 times a week,  
3 to 4 times a week, or  
5 or more times a week?

HEQ.102 Who usually helps {CHILD} with {his/her} science homework?

MOTHER  
FATHER  
SISTER OR BROTHER  
GRANDPARENT  
ANOTHER ADULT IN THE HOUSEHOLD  
SOMEONE AT AN AFTER SCHOOL PROGRAM  
ADULTS WHO DON'T LIVE IN THE HOUSEHOLD

HEQ.110 Now I have some questions about meals and other routines. In a typical week, please tell me the number of days...

a. At least some of the family eats breakfast together.

- b. {CHILD} has breakfast at a regular time.
- c. Your family eats the evening meal together.
- d. The evening meal is served at a regular time.

HEQ.120 Now, I have a question about your neighborhood. How safe is it for children to play outside during the day in your neighborhood? Would you say it's ...

Not at all safe,  
Somewhat safe, or  
Very safe?

HEQ.130 Now I would like to ask you about some things you might talk with {CHILD} about. In the past month, how often have you talked with {CHILD} about...

Not at all  
A few times in the past month,  
A few times a week, or  
Every day

- a. {His/her} day at school?
- b. What {he/she} does with {his/her} friends?
- c. Talked about {his/her} school work or grades?
- d. Talked about things {he/she} is doing at school?
- e. Talked about (his/her) future.

HEQ.140 In the past year, how often have you talked with {CHILD} about...

Not at all,  
Once,  
Twice, or  
Three or more times

- a. The subjects of smoking or tobacco use?
- b. The subject of drinking alcoholic beverages, such as beer, wine, or liquor?
- c. Topics related to sex, such as sexual activity or sexually transmitted diseases?
- d. The subject of drug use, such as marijuana, inhalants, or cocaine?

*[Ask HEQ.150 B only in grade 10]*

HEQ.150 In the past year, how often have you or your {spouse/partner} discussed or shared information about the following with {CHILD}?

Never  
Rarely  
Sometimes  
Often

- a. Selecting courses or programs at school
- b. Plans for after high school
- c. Community, national, and world events
- d. Things that are troubling {him/her}

HEQ.160 How often would it be true for you to make each of the following statements about (CHILD)?

Never  
Sometimes  
Often  
Always

- a. You get along well with (him/her).
- b. (CHILD) and you make decisions about (his/her) life together.
- c. You just do not understand (him/her).
- d. You feel you can really trust (him/her).
- e. (He/she) interferes with your activities.

## CRITICAL FAMILY PROCESSES – CFQ

CFQ.100 Now, I'd like to ask a question about your relationship with {NAME OF CURRENT PARTNER}. Would you say that your relationship is...

Very happy,  
Fairly happy, or  
Not too happy?

CFQ.101 The following statements describe the way some people feel about their spouse/partner and their relationship in general. Please tell me whether you *strongly agree*, *agree*, *disagree*, or *strongly disagree* with the following statements.

Strongly agree  
Agree  
Disagree  
Strongly disagree

- a. We enjoy doing even ordinary, day-to-day things together
- b. I am satisfied with the way we handle our problems and disagreements
- c. I view our relationship as lifelong
- d. My partner listens to me when I need someone to talk to
- e. My partner expresses love and affection to me
- f. I trust my partner to be faithful to me
- g. We are BOTH committed to being there for {CHILD}

CFQ.105 Couples deal with serious disagreements in different ways. When you have a serious disagreement with your spouse/partner, how often do you...

Never  
Rarely  
Sometimes  
Often

- a. Stop speaking to each other?
- b. Discuss your disagreements calmly?
- c. Argue heatedly or shout at each other?
- d. End up pushing, hitting, or throwing things at each other?
- e. Reach a compromise?
- f. Criticize each other?
- g. Argue in front of {CHILD}?

CFQ.110 How often did you attend religious services in the past year? Would you say....

Never or almost never,  
Several times a year,  
Several times a month,  
Once a week, or  
Several times a week?

CFQ.120 {Regardless of whether you now attend any religious services} {do you / does {CHILD's} mother/father} ever think of {yourself/himself/herself} as part of a particular religion?

YES  
NO

CFQ.190 How important are your religious beliefs in influencing how you raise your child)? Would you say...

Very important

Important

Somewhat important

Not at all important

Do you have no religion or religious belief system?

CFQ.200 In terms of your political views, would you consider yourself to be

a liberal,

a conservative,

a moderate,

or haven't you thought much about this?

IF LIBERAL OR CONSERVATIVE: Do you consider yourself to be very (liberal/conservative) or just (liberal/conservative)?

IF OTHER: Do you think of yourself as more like liberals or conservatives?

## DISCIPLINE, WARMTH, AND EMOTIONAL SUPPORTIVENESS - DWQ

DWQ.100 Most teenagers misbehave or get into trouble from time to time. When {CHILD} misbehaves, what do you (or your partner/spouse) typically do?

CODE ALL THAT APPLY.

- a. Ground (him/her) or put (him/her) on restriction
- b. Take away his/her allowance
- c. Hit or slap (him/her),
- d. Talk to (him/her) about what (he/she) did wrong,
- e. Ignore it,
- f. Make (him/her) do some work around the house,
- g. Make fun of (him/her),
- h. Make (him/her) apologize,
- i. Take away a privilege,
- j. Give a warning,
- k. Yell at {child} or threaten (him/her), or
- l. Something else?

DWQ.200 How many times in the past week have you ...

- a. Told (CHILD) that you love (him/her)?
- b. Praised {CHILD} for doing something worthwhile?
- c. Shown {CHILD} physical affection such as kiss, hug, or pat or rub (his/her) back?

## NON-RESIDENT PARENT QUESTIONS - NRQ

NRQ.100 The next questions are about {CHILD}'s contact with {his/her} (biological/adoptive) (father/mother).

[We understand that some of these questions may be difficult {for adoptive parents} to answer, however, these are standard questions we ask when a child does not live with {his/her} biological parents. Any information you can provide will be helpful.]

How long has it been since {CHILD} last had a visit, a phone call, or received a card or letter from {his/her} (biological/adoptive) (father/mother)? Would you say ...

Less than one month,  
More than a month but less than a year,  
More than a year, or  
No contact since birth  
PARENT IS DECEASED  
NO CONTACT SINCE ADOPTION  
NO ADOPTIVE (MOTHER/FATHER)

NRQ.110 How many days has {CHILD} seen {his/her} {biological/adoptive} {father/mother} in the past 4 weeks?

NRQ.115 How many nights did {CHILD} and (his/her) (biological/adoptive) {father/mother} sleep in the same house in the past 4 weeks?

NRQ.116 Did {CHILD}'s (biological/adoptive) {father/mother} miss any scheduled visits with {CHILD} in the past 4 weeks?

YES  
NO

NRQ.117 How many times have {CHILD} and (his/her) (biological/adoptive) {father/mother} talked on the telephone to each other in the past 4 weeks?

NRQ.120 Since the beginning of this school year has {CHILD}'s {biological/adoptive} {mother/father}...

YES  
NO

- a. Attended an open house or a back-to-school night?
- b. Gone to a regularly-scheduled parent-teacher conference with CHILD's teacher or meeting with {CHILD}'s teacher?
- c. Attended a school or class event, such as a play or sport event or science fair?
- d. Volunteered at the school or served on a committee?

NRQ.250 How many minutes does {CHILD}'s {biological/adoptive} {mother/father} live from {him/her}?

10 MINUTES OR LESS  
11-30 MINUTES  
31-59 MINUTES  
1-2 HOURS  
MORE THAN 2 HOURS

NRQ.251 During the last year, how often has {CHILD}'s {biological/adoptive} {mother/father} helped pay for {CHILD}'s medical insurance, doctor bills, or medicines, separate from child support? Has {he/she} helped pay for these.....

Often,  
Sometimes,  
Hardly ever, or  
Never?

*[Ask NRQ.252 if NRQ.251 is 1, 2, or 3. Do not read "All" option if NRQ.251 = 4.]*

NRQ.252 How much of (CHILD)'s medical expenses does (biological/adoptive) (father/mother) pay for? Would you say...

Less than half  
About half,  
More than half, or  
All

NRQ.253 What about other bills or expenses for {CHILD}? In the last year, has {he/she} helped pay for these....

Often,  
Sometimes,  
Hardly ever, or  
Never?

*[Ask NRQ.254 if NRQ.253 is 1, 2, or 3.]*

NRQ.254 How much does {he/she} typically pay or contribute?

*[Ask NRQ.255 if NRQ.253 is 1, 2, or 3. Do not read "All" option if NRQ.253 = 3.]*

NRQ.255 How much of these other bills or expenses for (CHILD) does (biological/adoptive) (father/mother) pay for? Would you say...

Less than half  
About half,  
More than half, or  
All

NRQ.261 Next, I'd like to ask some questions about child support. Have child support payments for {CHILD} ever been awarded by a court or a judge, agreed to in writing, agreed to informally, or do you not have an agreement of any kind?

YES, AWARDED BY A COURT  
YES, AGREED TO IN WRITING  
YES, AGREED TO INFORMALLY  
YES, AWARD PENDING  
NO AGREEMENT  
OTHER (SPECIFY) (NRQ.261OS)

NRQ.261OS What kind of agreement do you have?

NRQ.264 What parent do you have this agreement with?

{CHILD}'S BIOLOGICAL FATHER  
{CHILD}'S BIOLOGICAL MOTHER  
{CHILD}'S ADOPTIVE FATHER  
{CHILD}'S ADOPTIVE MOTHER

NRQ.265 In the past year were you supposed to receive any child support payments for {CHILD}?

YES  
NO

NRQ.266 During the last year, have you received this money regularly, so that you could almost always count on getting the money?

YES  
NO

*[For twin; Ask NRQ.300 only for the second child. If Yes, fill the answers for this section. If No, repeat section NRQ for child 2]*

NRQ.300 Did {CHILD 2} have the same amount of contact with {his/her} {biological/adoptive} {mother/father} as {CHILD}?

YES (PLQ.020)  
NO (NRQ.100)

**PRIMARY LANGUAGE(S) SPOKEN – PLQ**  
**8<sup>th</sup> grade only**

PLQ.020 Is any language other than English regularly spoken in your home?

YES  
NO

PLQ.030 Is English also spoken in your home?

YES  
NO

PLQ.040 What languages other than English are spoken in your home?

CODE ALL THAT APPLY

ARABIC  
CHINESE  
FILIPINO LANGUAGE  
FRENCH  
GERMAN  
GREEK  
ITALIAN  
JAPANESE  
KOREAN  
POLISH  
PORTUGUESE  
SPANISH  
VIETNAMESE  
SOME OTHER LANGUAGE  
(SPECIFY)\_\_\_\_\_

PLQ.060 What is the **primary** language spoken in your home?

ENGLISH  
ARABIC  
CHINESE  
FILIPINO LANGUAGE  
FRENCH  
GERMAN  
GREEK  
ITALIAN  
JAPANESE  
KOREAN  
POLISH  
PORTUGUESE  
SPANISH  
VIETNAMESE  
SOME OTHER LANGUAGE  
(SPECIFY)\_\_\_\_\_

PLQ.070 How well do you . . .

Very well  
Pretty well  
Not very well  
Not well at all

- a. Speak English?
- b. Read English?
- c. Write English?
- d. Understand someone speaking English?

[Repeat PLQ.080 for two primary caregivers in the household, filling NAME]

PLQ.080 How often (do you / does NAME) use (NON-ENGLISH LANGUAGE/a language other than English) in speaking to (CHILD)?

IF MORE THAN ONE NON-ENGLISH LANGUAGE SPOKEN, SAY: On average, how often {do you / does NAME} use **all** languages, other than English, in speaking to {CHILD}?

Never  
Sometimes  
Often  
Very often

[Repeat PLQ.090 for two primary caregivers in the household, filling NAME]

PLQ.090 How often does (CHILD) use (NON-ENGLISH LANGUAGE/a language other than English) in speaking to (you/NAME)?

IF MORE THAN ONE NON-ENGLISH LANGUAGE SPOKEN, SAY: On average, how often does (CHILD) use **all** languages, other than English, in speaking to (you/NAME)?

Never  
Sometimes  
Often  
Very often

## CHILD HEALTH AND WELL BEING: CHQ

CHQ.010 Now I have some questions about {CHILD}'s health and well-being. For the next set of questions, please base your answers on how {CHILD} compares to other students of the same age.

Would you say {CHILD} is independent and takes care of {himself/herself} ...

Better than other students {his/her} age,  
As well as other students,  
Slightly less well than other students, or  
Much less well than other students?

CHQ.020 Does {CHILD} pay attention ....

Better than other students {his/her} age,  
As well as other students,  
Slightly less well than other students, or  
Much less well than other students?

CHQ.030 Does {CHILD} learn, think, and solve problems ...

Better than other students {his/her} age,  
As well as other students,  
Slightly less well than other students, or  
Much less well than other students?

CHQ.040 Has {CHILD} ever been evaluated by a professional in response to {his/her} ability to pay attention or learn?

YES  
NO (CHQ. 080)

CHQ.050 Did you obtain a diagnosis of a problem from a professional?

YES  
NO (CHQ. 080)

CHQ.060 What was the diagnosis?

LEARNING DISABILITY, NON VERBAL LEARNING DISABILITY  
ATTENTION DEFICIT DISORDER (ADD)  
ATTENTION DEFICIT HYPERACTIVE DISORDER (ADHD)  
DEVELOPMENTAL DELA  
AUTISM OR PERVASIVE DEVELOPMENTAL DISORDER, Asperberger's  
DYSLEXIA, DYSCALCULIA  
MENTAL RETARDATION  
OTHER (SPECIFY)

CHQ.060OS [What was the diagnosis?]

---

SPECIFY DIAGNOSIS

CHQ.075 In what year was the diagnosis made?

|\_|\_|\_|\_|  
ENTER YEAR (CHQ.080)

CHQ.076 Was the diagnosis made before 2004?

YES (CHQ.077)  
NO (CHQ.080)

CHQ.080 Thinking about {CHILD}'s overall activity level, would you say {he/she} is ...

Less active than other children of {his/her} age,  
About as active, (CHQ.150)  
Slightly more active, or  
A lot more active than other children of {his/her} age?

CHQ.090 Do you have any concerns about {CHILD}'s overall activity level?

YES  
NO (CHQ.150)

CHQ.100 Has {CHILD} ever been evaluated by a professional in response to {his/her} overall activity level?

YES  
NO (CHQ.150)

CHQ.110 Did you obtain a diagnosis of a problem from a professional?

YES  
NO (CHQ.150)

CHQ.120 What was the diagnosis?

LEARNING DISABILITY  
ATTENTION DEFICIT DISORDER (ADD)  
ATTENTION DEFICIT HYPERACTIVE  
DISORDER (ADHD)  
HYPERACTIVITY  
DYSLEXIA  
MENTAL RETARDATION  
OTHER (SPECIFY)

CHQ.120OS [What was the diagnosis?]

---

SPECIFY DIAGNOSIS

CHQ.135 In what year was the diagnosis made?'

|\_|\_|\_|\_| (CHQ.150)  
ENTER YEAR

[Ask CHQ.136 if CHQ.135 is DK (don't know) or REF (refused).]

CHQ.136 Was the diagnosis made before 2004?

YES  
NO

CHQ.150 Does {CHILD} pronounce words, communicate with and understand others ...

Better than other children {his/her} age, (CHQ.190)  
As well as other children, (CHQ.190)  
Slightly less well than other children, or  
Much less well than other children?

CHQ.160 Has {CHILD} ever been evaluated by a professional in response to {his/her} ability to communicate?

YES  
NO (CHQ.190)

CHQ.170 Did you obtain a diagnosis of a problem from a professional?

YES  
NO (CHQ.190)

CHQ.185 In what year was the diagnosis made?

|\_|\_|\_|\_|  
ENTER YEAR (CHQ.190)

[Ask CHQ.186 if CHQ.185 is DK or REF.]

CHQ.186 Was the diagnosis made before 2004?

YES  
NO (CHQ.190)

CHQ.187 Was the diagnosis made before {CHILD} entered elementary school?

YES  
NO

CHQ.190 Does {CHILD} have difficulty hearing and understanding speech in a normal conversation?

YES  
NO (CHQ.270)

CHQ.200 Has {CHILD} 's hearing ever been evaluated by a professional?

YES  
NO (CHQ.270)

CHQ.210 Did you obtain a diagnosis of a problem from a professional?

YES  
NO (CHQ.270)

CHQ.225 In what year was the diagnosis made?

|\_|\_|\_|\_|  
ENTER YEAR (CHQ.230)

[Ask CHQ.226 if CHQ.225 is DK or REF.]

CHQ.226 Was the diagnosis made before 2004?

YES  
NO

CHQ.230 Which of the following best describes {CHILD}'s hearing loss? Is {he/she} ...

Deaf in both ears,  
Deaf in one ear and hard of hearing in the other,  
Deaf in one ear and normally hearing in the other,  
Hard of hearing in both ears, or  
Hard of hearing in one ear and normally hearing in the other?

CHQ.240 Does {CHILD} usually wear a hearing aid(s)?

YES  
NO

CHQ.270 Now I want to ask you about {CHILD}'s vision. Without the use of eyeglasses or contact lenses, does {CHILD} have difficulty seeing objects in the distance or letters on paper?

YES  
NO (CHQ.325)

CHQ.290 Has {CHILD}'s vision ever been evaluated by a professional?

YES  
NO

CHQ.300 Did you obtain a diagnosis of a vision-related problem from a professional?

YES  
NO (CHQ.325)

CHQ.313 In what year was the diagnosis made?

|\_|\_|\_|\_|  
ENTER YEAR (CHQ.316)

[Ask CHQ.314 if CHQ.313 is DK or REF.]

CHQ.314 Was the diagnosis made before 2004?

YES  
NO

CHQ.316 Is {CHILD}'s eyesight ...

Correctable with glasses, (CHQ.325)  
Improvable with glasses, or  
Not correctable with glasses?

CHQ.320 Please tell me which of the following {CHILD}'s best eyesight allows {him/her} to see?

Large print in books,  
Form and/or color of objects, but not detail,  
Shadows,  
Lights, or  
Does {CHILD} see no light or have no light perception?

CHQ.325 Would you say {CHILD} behaves and relates to other children and adults ...

Better than other children {his/her} age, (CHQ.350)  
As well as other children, (CHQ.350)  
Slightly less well than other children, or  
Much less well than other children?

CHQ.327 Do you have any concerns about {CHILD}'s overall behavior and relations to other students and adults?

YES  
NO (CHQ.350)

CHQ.330 Has {CHILD} ever been evaluated by a professional in response to {his/her} overall behavior and relations to other children and adults?

YES  
NO (CHQ.350)

CHQ.335 Did you obtain a diagnosis of a problem from a professional?

YES  
NO (CHQ.350)

CHQ.337 What was the diagnosis?

LEARNING DISABILITY  
ATTENTION DEFICIT DISORDER (ADD)  
ATTENTION DEFICIT HYPERACTIVE  
DISORDER (ADHD)  
HYPERACTIVITY  
MENTAL RETARDATION  
SERIOUS EMOTIONAL DISTURBANCE (SED)  
OTHER (SPECIFY)

CHQ.337OS [What was the diagnosis?]

---

SPECIFY DIAGNOSIS

CHQ.345 In what year was the diagnosis made?

|\_|\_|\_|\_|\_|  
ENTER YEAR (CHQ.350)

[Ask CHQ.346 if CHQ.345 is DK or REF.]

CHQ.346 Was the diagnosis made before 2004?

YES  
NO

CHQ.350 Do you have any concerns about {CHILD}'s overall emotional behavior, such as anxiety or depression?

YES  
NO (CHQ.400)

CHQ.355 Has {CHILD} ever been evaluated by a professional in response to {his/her} overall emotional behavior?

YES  
NO (CHQ.400)

CHQ.360 Did you obtain a diagnosis of a problem from a professional?

YES  
NO (CHQ.400)

CHQ.365 What was the diagnosis?

PANIC DISORDER  
SEPARATION ANXIETY DISORDER  
AGORAPHOBIA  
SOCIAL PHOBIA  
OBSESSIVE COMPULSIVE DISORDER  
OTHER ANXIETY DISORDER  
BIPOLAR DISORDER  
DEPRESSION  
DYSTHYMIA (MILD DEPRESSION)  
OTHER DEPRESSIVE DISORDER  
OTHER (SPECIFY)(CHQ.365OS)

CHQ.365OS [What was the diagnosis?]

SPECIFY DIAGNOSIS.

[Ask CHQ.370 if CHQ.365 in (8,9,10)]

[CHQ.370 question stem will fill the depressive disorder mentioned at CHQ.365 if 365 in (8, 9, 10)]

CHQ.370 You said that (CHILD) has (depression/ dysthymia /depressive disorder). Is (CHILD) now taking any prescription medicine for the condition related to {his/her} depression or depressive disorder?

YES  
NO

CHQ.375 In what year was the diagnosis made?

|\_|\_|\_|\_|  
ENTER YEAR (CHQ.400)

[Ask CHQ.376 if CHQ.375 is DK or REF.]

CHQ.376 Was the diagnosis made before 2004?

YES  
NO

CHQ.400 Do you have any concerns about {CHILD}'s weight or an eating disorder?

YES  
NO (CHQ.500)

CHQ.410 What is the concern?

{CODE ALL THAT APPLY}  
OVERWEIGHT/OBESE  
UNDERWEIGHT  
ANOREXIA  
BULEMIA  
OTHER Specify \_\_\_\_\_

CHQ.415 How old was {CHILD} when this first became a concern?

CHQ.420 Has {CHILD} seen a medical professional about this concern?

YES  
NO

CHQ.500 Would you say {CHILD}'s health is ...

Excellent,  
Very good,  
Good,  
Fair, or  
Poor?

CHQ.510 Does {CHILD} currently use special equipment for students with special needs, such as a wheelchair, communication board, electronic Braille device, or other assistive device, etc.?

YES  
NO

CHQ.520 Students with disabilities include students with developmental delays, communication impairments, or special health care needs. During this school year, did {CHILD} ever receive therapy services or take part in a program for students with disabilities?

YES (CHQ.525)  
NO (CHQ.545)

CHQ.525 Is {CHILD} still receiving any of these services?

YES  
NO

CHQ.540 Overall, how helpful were the special services your child and/or family received?

Very helpful,  
Helpful,  
Not helpful, or  
Not at all helpful?

CHQ.545 During this school year did (CHILD) receive any services for students with special needs such as speech therapy or did (he/she) participate in a special education program?

YES (CHQ.550)  
NO

CHQ.546 In an earlier year of the study, it was reported by your household that {CHILD} received services for students with special needs or was in a special education program. Is {CHILD} no longer participating in these services or special education because {he/she}...

YES  
NO

- a. No longer needs services?
- b. Is no longer eligible for services?
- c. Services were refused by {his/her} parent or guardian?
- d. {CHILD} moved and is not receiving these services in the new school?
- e. Something else? (SPECIFY)

CHQ.547OS [Is {CHILD} no longer participating in these services or special education because {he/she}...]

SPECIFY REASON

---

CHQ.550 How long has it been since {CHILD}'s last visit to a dentist or dental hygienist for dental care?

NEVER  
LESS THAN 6 MONTHS  
6 MONTHS TO YEAR  
1 TO 2 YEARS

CHQ.555 How long has it been since {CHILD}'s last visit to a clinic, health center, hospital, doctor's office, or other place for routine health care?

NEVER  
LESS THAN 6 MONTHS  
6 MONTHS TO YEAR  
1 TO 2 YEARS  
MORE THAN 2 YEARS

CHQ.560 Now I have some questions about common health conditions. Has a doctor, nurse, or other medical professional ever told you that {CHILD} has chronic sinusitis?

YES (CHQ.565)  
NO (CHQ.570)

CHQ.565 Does {he/she} receive treatment for this condition?

YES  
NO

CHQ.570 Has a doctor, nurse, or other medical professional ever told you that {CHILD} has asthma?

YES (CHQ.575)  
NO (CHQ.580)

CHQ.575 Does {he/she} receive treatment for this condition?

YES  
NO

CHQ.580 Has a doctor, nurse, or other medical professional ever told you that {CHILD} has hay fever or allergic rhinitis without asthma?

YES (CHQ.585)  
NO (CHQ.690)

CHQ.585 Does {he/she} receive treatment for this condition?

YES  
NO

CHQ.590 Has a doctor, nurse, or other medical professional ever told you that {CHILD} has diabetes?

YES  
NO

CHQ.600 Does {he/she} receive treatment for this condition?

YES  
NO

CHQ.690 Now I have some questions about childhood injuries. How many times since our last interview in {spring 2002/spring 2004} has {CHILD} seen a doctor or other medical professional or visited a clinic or emergency room for an injury?

|\_|\_|\_|  
ENTER NUMBER OF TIMES

CHQ.693 How many times has {CHILD} been hospitalized at least one night for injuries?

|\_|\_|\_|  
ENTER NUMBER OF TIMES

CHQ.695 What kinds of health insurance or health care coverage does {CHILD} have? By health insurance I mean any kind of coverage that pays for health care expenses. Please do not include private plans that only provide extra cash while hospitalized. Does {he/she} have...

YES

NO

- a. A private health insurance plan from an employer, workplace, or purchased directly or through a state or local government program or community program?
- b. Medicaid {or STATE MEDICAID PROGRAM NAME}?
- c. CHIP (Children's Health Insurance Program) {or NAME OF STATE CHIP PROGRAM NAME}?
- d. Military health care, or VA, or CHAMPUS, or TRICARE, or CHAMP-VA?
- e. Another government program (Indian Health Service, Medicare {,STATE SPONSORED HEALTH PLAN NAME})?
- f. No health insurance?

CHQ.740 {In an earlier year of the study, someone in your household told us that {CHILD} has attention deficit disorder, ADHD, or hyperactivity.} Is {CHILD} now taking any prescription medicine for the condition related to {his/her} ADD, ADHD, or hyperactivity?

YES (CHQ.750)

NO (CHQ.763)

CHQ.750 How long has {CHILD} taken such prescription medicine for this condition, in total?

Less than one month,  
Less than a year,  
1 to 2 years,  
3 to 4 years, or  
More than 5 years?

CHQ.763 Individual therapy refers to a therapy/counseling situation where the focus of the treatment is on the individual. Therapy is likely to be provided by a mental health professional.

Since spring 2004, has {CHILD} received any individual therapy?

YES

NO

CHQ.764 Was the main reason for receiving therapy due to {CHILD}'s...

ADHD (Attention Deficit/Hyperactive Disorder),  
Learning problems,  
Other behavioral/emotional difficulties, or  
Something else (SPECIFY)? (CHQ.764OS)

CHQ.764OS [Was the main reason for receiving therapy due to {CHILD}'s...]

SPECIFY MAIN REASON

---

CHQ.765 Did {CHILD} see.....

CODE ALL THAT APPLY

- a. A psychiatrist?
- b. Psychologist?
- c. Social worker?
- d. Counselor?
- e. Someone else (SPECIFY)?

CHQ.765OS SPECIFY TITLE OF OTHER PERSON FAMILY SAW

---

CHQ.766 Was this at school, out of school, or both?

AT SCHOOL  
OUT OF SCHOOL  
BOTH

CHQ.767 About how many times since spring 2004 has {CHILD} received this help?

Five times or less,  
Between 6 and 20 times,  
Between 21 and 50 times,or  
More than 50 times?

CHQ.770 Family therapy refers to a therapy/counseling situation where the focus of the treatment is on a family. Family therapy is likely to be provided by a mental health professional. Since spring 2004, has your family received any family therapy?

YES  
NO

CHQ.900. I am going to read a list of items that sometimes describe children. For each of the following characteristics please tell me extent to which they are not true, somewhat, or certainly true for (CHILD).

Not true  
Somewhat true  
Certainly true

- a. {He/She} is considerate of other people's feelings
- b. {He/She} is restless, overactive, cannot stay still for long
- c. {He/She} often complains of headaches, stomach-aches or sickness
- d. {He/She} shares readily with other youth, for example books, games, food
- e. {He/She} often loses {his/her} temper
- f. {He/She} would rather be alone than with other youth
- g. {He/She} is generally well behaved, usually does what adults request
- h. {He/She} has many worries or often seems worried
- i. {He/She} is helpful if someone is hurt, upset, or feeling ill
- j. {He/She} is constantly fidgeting or squirming
- k. {He/She} has at least one good friend
- l. {He/She} often fights with other youth or bullies them
- m. {He/She} is often unhappy, depressed or tearful
- n. {He/She} is generally liked by other youth
- o. {He/She} is easily distracted, concentration wanders
- p. {He/She} is nervous in new situations, easily loses confidence
- q. {He/She} is kind to younger children
- r. {He/She} often lies or cheats
- s. {He/She} is picked on or bullied by other youth
- t. {He/She} often offers to help others (parents, teachers, children)
- u. {He/She} thinks things out before acting
- v. {He/She} steals from home, school or elsewhere
- w. {He/She} gets along better with adults than with other youth
- x. {He/She} has many fears, easily scared
- y. {He/She} has a good attention span, sees work through to the end

## PARENT'S PSYCHOLOGICAL WELL-BEING AND HEALTH - PPQ

PPQ.100 I'm going to read some statements that may relate to how you have felt about yourself and your life during the past week. For each statement I read, please indicate how often in the past week you felt or behaved this way. There are no right or wrong answers.

Never  
Some of the time  
Moderate amount of time  
Most of the time

- a. Felt that you were bothered by things that don't usually bother you?
- b. Felt that you did not feel like eating, that your appetite was poor?
- c. Felt that you could not shake off the blues even with help from your family and friends?
- d. Felt that you had trouble keeping your mind on what you were doing?
- e. Felt depressed?
- f. Felt that everything you did was an effort?
- g. Felt fearful?
- h. Felt that your sleep was restless?
- i. Felt that you talked less than usual?
- j. Felt lonely?
- k. Felt sad?
- l. Felt that you could not get going?

PPQ.220 Now, I would like to ask you about your health. In general, would you say that your health is...

Excellent,  
Very good,  
Good,  
Fair, or  
Poor?

PPQ.230 This is a list of things that sometimes happen. In the past year, which, if any, have happened to you?

- a. Have you been robbed, mugged, or attacked in the past year?
- b. Has your electricity or phone been cut off?
- c. Have you lost a job for any reason?
- d. Have you moved residence?
- e. Have you had a big change in family income?
- f. Have you been seriously ill or hospitalized?
- g. Have you had a change in your marital status?
- h. Have you experienced a death in the family?

## PARENT EDUCATION – PEQ

PEQ.010 {Now I have a few questions about education and job training.} Since our last interview in spring 2004, {have/has} {you/{NAME}} completed any additional grades of school or received any diplomas or degrees?

YES (PEQ.020)

NO (Box before EMQ.010)

PEQ.020 {What grade, diploma, or degree was that?}/{Now I have a few questions about education and job training.} {What is the highest grade or year of school that {you/{NAME}} {have/has} completed?

NEVER WENT TO SCHOOL

1ST GRADE

2ND GRADE

3RD GRADE

4TH GRADE

5TH GRADE

6TH GRADE

7TH GRADE

8TH GRADE

9TH GRADE

10TH GRADE

11TH GRADE

12TH GRADE BUT NO DIPLOMA

HIGH SCHOOL DIPLOMA/EQUIVALENT OR VOC/TECH PROGRAM AFTER HIGH SCHOOL BUT

NO VOC/TECH DIPLOMA

VOC/TECH PROGRAM AFTER HIGH SCHOOL

SOME COLLEGE BUT NO DEGREE

ASSOCIATE'S DEGREE

(Box before EMQ.010)

BACHELOR'S DEGREE

(Box before EMQ.010)

GRADUATE OR PROFESSIONAL SCHOOL BUT NO DEGREE

(Box before EMQ.010)

MASTER'S DEGREE (MA, MS)

(Box before EMQ.010)

DOCTORATE DEGREE (PHD, EDD)

(Box before EMQ.010)

PROFESSIONAL DEGREE AFTER BACHELOR'S DEGREE (MEDICINE/MD; DENTISTRY/DDS;

LAW/JD/LLB; ETC.)

(Box before EMQ.010)

PEQ.021 {Do/Does} {you/{NAME}} have a high school diploma or its equivalent, such as a GED?

YES

NO

## PARENT EMPLOYMENT – EMQ

[SKIP BOX: Ask EMQ.010 if employed in last interview, else skip to EMQ.020]

EMQ.010 Since our last interview in (spring 2004/spring 2002), has {your/{NAME's}} job title, place of or type of employment changed?

YES (EMQ.020)

NO (EMQ.040)

EMQ.020 During the past week did {you/{NAME}} work at a job for pay?

Yes (EMQ.040)

No

EMQ.030 {Were you/Was {NAME}} on leave or vacation from a job?

Yes

No (EMQ.060)

EMQ.040 How many jobs {do you/does {NAME}} have now?

|\_|

ENTER # OF JOBS

EMQ.050 About how many total hours per week {do you/does {NAME}} usually work for pay, counting all (# of jobs from EMQ.040, IF MORE THAN ONE) jobs?

|\_|\_|\_|

ENTER # OF WEEKLY HOURS

[Skip BOX: Go to EMG.120 if EMQ.050 is greater than or equal to 20 hours]

EMQ.060 {Have you/Has {NAME}} been actively looking for work in the past 4 weeks?

Yes

No (EMQ.080)

EMQ.070 What {have you/has {NAME}} been doing in the **past 4 weeks** to find work?  
[CODE ALL THAT APPLY]

CHECKED WITH PUBLIC EMPLOYMENT AGENCY  
CHECKED WITH PRIVATE EMPLOYMENT AGENCY  
CHECKED WITH EMPLOYER DIRECTLY/SENT RESUME  
CHECKED WITH FRIENDS OR RELATIVES  
PLACED OR ANSWERED ADS/SENT RESUME  
READ WANT-ADS  
SOMETHING ELSE (SPECIFY)

EMQ.070OS [What {have you/has {NAME}} been doing **in the past 4 weeks** to find work?]

EMQ.100 Could {you/{NAME}} have taken a job last week if one had been offered?

YES

NO

EMQ.120 For whom {do/does/did} {you/{NAME}} work {when {you/{he/she}} last worked}?

---

ENTER EMPLOYER NAME

EMQ.130 What kind of business or industry {is/was} this?

---

ENTER INDUSTRY DESCRIPTION

EMQ.140 What kind of work {are/is/were/was} {you/{NAME}} doing?

---

ENTER JOB TITLE

EMQ.150 What {are/were} {your/{NAME}'s} most important activities or duties on this job? What {do/does/did} {you/{NAME}} actually do at this job?

---

ENTER JOB DUTIES

## WELFARE AND OTHER PUBLIC TRANSFERS – WPQ

WPQ.100 In the past 12 months, have you or anyone in your household received Temporary Assistance for Needy Families, sometimes called TANF {or {STATE TANF PROGRAM NAME}}?

YES  
NO (WPQ.110)

WPQ.102 During those 12 months, how many months did your household receive TANF {or {STATE TANF PROGRAM NAME}}?

|\_|\_|\_|  
ENTER number of months.

WPQ.110 In the past 12 months, have you or anyone in your household received food stamps?

YES (WPQ.120)  
NO (WPQ.150)

WPQ.120 During those 12 months, how many months did your household receive food stamps?

|\_|\_|\_|  
ENTER number of months.

WPQ.150 Does {CHILD}'s school offer lunch for its students?

YES  
NO

WPQ.160 Does {CHILD} usually receive a complete lunch offered at school? By complete school lunch, I mean a complete meal such as a salad, soup, a sandwich, or a hot meal that is offered each day at a fixed price, not just milk, snacks, ice cream, or a lunch {he/she} brought from home.

YES  
NO

WPQ.170 Does {CHILD} receive **free** or **reduced price** lunches at school?

YES  
NO

WPQ.180 Are these lunches free or reduced price?

FREE  
REDUCED PRICE

WPQ.215 Does {CHILD} receive **free** or **reduced price** breakfasts at school?

YES  
NO

WPQ.216 Are these breakfasts free or reduced price?

FREE  
REDUCED PRICE

## PARENT INCOME AND ASSETS- PAQ

PAQ.100 In studies like this, households are sometimes grouped according to income. What was the total income of all persons in your household over the past year, including salaries or other earnings, interest, retirement, and so on for all household members?

Was it ...

\$25,000 or less, or (PAQ.110 SET 1)  
More than \$25,000? (PAQ.110 SET 2)

PAQ.110 Was it ...

[SET 1]

\$5,000 or less,  
\$5,001 to \$10,000,  
\$10,001 to \$15,000,  
\$15,001 to \$20,000, or  
\$20,001 to \$25,000?

[SET 2]

\$25,001 to \$30,000  
\$30,001 to \$35,000,  
\$35,001 to \$40,000,  
\$40,001 to \$50,000  
\$50,001 to \$75,000,  
\$75,001 to \$100,000,  
\$100,001 to \$200,000, or  
\$200,001 or more?

*[Ask PAQ.120 if poverty status is uncertain.]*

PAQ.120 What was your total household income last year, to the nearest thousand?

\$ | | | | | , | | | | | .  
ENTER TOTAL INCOME

PAQ.135 Is tuition paid for {CHILD}'s education?

YES (PAQ.137)  
NO (PAQ.138)

PAQ.137 Approximately, how much does {CHILD}'s family pay in tuition per year?

\$ | | | | | , | | | | |  
ENTER AMOUNT OF TUITION

PAQ.138 Do you (or anyone else in your family living there) own the (home/apartment), pay rent, or do something else?

OWN  
RENT  
OTHER

PAQ.138a IF HOME/APT. IS OWNED, Could you tell me what the present value of your (house/apartment) is--I mean about how much would it bring if you sold it today?

\$ \_\_\_\_\_

IF DON'T KNOW OR REFUSED: Would it amount to \$100,000 or more?

IF YES: Would it amount to \$250,000 or more?

IF NO: Would it amount to \$10,000 or more?

PAG.138b Do you have a mortgage on this property?

IF YES: About how much is the remaining principal on this mortgage?

\$ \_\_\_\_\_

REMAINING PRINCIPAL IS THE AMOUNT STILL OWED ON THE MORTGAGE

IF DON'T KNOW OR REFUSED: Would it amount to \$100,000 or more?

IF YES: Would it amount to \$250,000 or more?

IF NO: Would it amount to \$10,000 or more?

PAQ.139 Have you or your spouse/partner done anything specific in order to have some money for your student's education after high school?

Yes

No

*[Ask PAQ.140 in grade 12 only]*

PAQ.140 About how much money have you set aside for your student's future educational needs?

None

\$ 2,000 or less

\$ 2,001-\$5,000

\$ 5,001-\$10,000

\$ 10,001-\$20,000

\$ 20,001-\$30,000

\$ 30,001-\$50,000

More than \$50,000

## FOOD SECURITY - FDQ

### REINTRODUCED FROM ECLS-K ROUND 6 : FULL FDQ SECTION

FDQ.130 These next questions are about whether your family is able to afford the food that you need. I am going to read you several statements that people have made about their food situation. For these statements, please tell me whether the statement was often true, sometimes true, or never true for {you/your household} in the last 12 months, that is, since last {current month}, 2006.

	<u>OFTEN</u> <u>TRUE</u>	<u>SOMETIMES</u> <u>TRUE</u>	<u>NEVER</u> <u>TRUE</u>	<u>REF</u>	<u>DK</u>
a. {I/We} worried whether {my/our} food would run out before {I/we} got money to buy more. ....	1	2	3	7	9
b. The food that {I/we} bought just didn't last, and {I/we} didn't have money to get more. ....	1	2	3	7	9
c. We couldn't afford to eat balanced meals...	1	2	3	7	9
d. {I/We} relied on only a few kinds of low-cost food to feed {{CHILD}/the children} because {I was/We were} running out of money to buy food.....	1	2	3	7	9
e. {I/We} couldn't feed {{CHILD}/the children} a balanced meal because {I/we} couldn't afford that .....	1	2	3	7	9
f. {{CHILD} was/The children were} not eating enough because {I/we} just couldn't afford enough food.....	1	2	3	7	9

FDQ.140 In the last 12 months, did {you/you or other adults in your household} ever cut the size of your meals or skip meals because there wasn't enough money for food?

YES..... (FDQ.150)  
 NO..... (FDQ.160)  
 REFUSED ..... (FDQ.160)  
 DON'T KNOW ..... (FDQ.160)

FDQ.150 How often did this happen? Would you say...

Almost every month.....  
 Some months, but not every month, or .....  
 In only 1 or 2 months? .....  
 REFUSED .....  
 DON'T KNOW .....

FDQ.160 In the last 12 months, did you ever eat less than you felt you should because there wasn't enough money to buy food?

YES.....  
 NO.....  
 REFUSED .....  
 DON'T KNOW .....

FDQ.170 In the last 12 months, were you ever hungry but didn't eat because you couldn't afford enough food?

YES.....

NO.....  
 REFUSED.....  
 DON'T KNOW .....

FDQ.180 In the last 12 months, did you lose weight because you didn't have enough money for food?

YES.....  
 NO.....  
 REFUSED.....  
 DON'T KNOW .....

FDQ.190 In the last 12 months, did {you/you or other adults in your household} ever not eat for a whole day because there wasn't enough money for food?

YES..... (FDQ.200)  
 NO..... (FDQ.210)  
 REFUSED..... (FDQ.210)  
 DON'T KNOW..... (FDQ.210)

FDQ.200 How often did this happen? Would you say...

Almost every month.....  
 Some months, but not every month, or .....  
 In only 1 or 2 months?.....  
 REFUSED.....  
 DON'T KNOW .....

FDQ.210 The next questions are about children living in the household who are under 18 years old.

In the last 12 months, since {CURRENT MONTH OF LAST YEAR}, 2006 did you ever cut the size of {{CHILD}'s/any of the children's} meals because there wasn't enough money for food?

YES.....  
 NO.....  
 REFUSED.....  
 DON'T KNOW .....

FDQ.220 In the last 12 months, did {{CHILD}/any of the children} ever skip a meal because there wasn't enough money for food?

YES..... (FDQ.230)  
 NO..... (FDQ.240)  
 REFUSED..... (FDQ.240)  
 DON'T KNOW..... (FDQ.240)

FDQ.230 How often did this happen? Would you say...

Almost every month..... 1  
 Some months, but not every month, or ..... 2  
 In only 1 or 2 months?..... 3  
 REFUSED..... 7  
 DON'T KNOW..... 9

FDQ.240 In the last 12 months, {was {CHILD}/were any of the children} ever hungry but you just couldn't afford more food?

YES.....

NO.....  
REFUSED.....  
DON'T KNOW .....

FDQ.250

In the last 12 months, did {{CHILD}}/any of the children} ever not eat for a whole day because there wasn't enough money for food?

YES.....  
NO.....  
REFUSED.....  
DON'T KNOW .....

## CHILD MOBILITY AND PLANS TO MOVE – CMQ

CMQ.010 Since the (spring of 2004), how many different places has {CHILD} lived for four months or more?

          
ENTER NUMBER OF PLACES

*[If CMQ.010=1, skip CMQ.020]*

CMQ.020 Why did you move?

SO CHILD COULD GO TO A BETTER SCHOOL  
BOUGHT A HOUSE  
MOVED TO BE NEARER JOB; JOB-RELATED REASONS  
MOVED TO NICER APARTMENT/HOUSE  
MOVED TO SAFER AREA, CRIME-RELATED REASONS  
MOVED TO LESS EXPENSIVE LIVING QUARTER  
WAS EVICTED, COULD NOT PAY RENT IN PREVIOUS RESIDENCE  
OLD HOUSE/APARTMENT WAS DAMAGED  
MOVED BECAUSE OF MARITAL SEPARATION, DIVORCE, DEATH  
IN FAMILY

CMQ.060 Thank you very much for your answers. The participation in the study of persons like yourself has provided a wealth of information that researchers and policymakers use to learn about the factors that affect children's education. It has been so valuable that the U.S. Department of Education may continue the study. If so, we would like to be able to reach you and I'd like to ask some questions about how to find you.

Is there a second phone number, such as a work number, a friend or relative's number, or a beeper or cell phone number, where you can sometimes be reached? / I have recorded {PHONE NUMBER} as a second phone number where you can sometimes be reached? Is this the right number?

YES  
NO

CMQ.140 What is that telephone number?

         -          -             
SECOND TELEPHONE NUMBER EXTENSION

CMQ.150 Where is that telephone located?

OFFICE/PLACE OF BUSINESS  
RELATIVE (SPECIFY)  
NEIGHBOR (SPECIFY)  
FRIEND (SPECIFY)  
BEEPER NUMBER  
CELL PHONE  
OTHER (SPECIFY)

CMQ.200 I have recorded that {NAME OF RELATIVE/FRIEND} at {PHONE NUMBER} on

{STREET ADDRESS, LINE 1}  
 {STREET ADDRESS, LINE 2}  
 {CITY}, {STATE} {ZIP CODE}

will always know where you are if you move. Is this still true?

IF NECESSARY SAY: I will only contact this person if I cannot locate you for the next interview.

YES, NO CORRECTION NEEDED  
 YES, MINOR CORRECTIONS NEEDED  
 NO

CMQ.205 Is there a relative or friend, who does not live in this household, who will always know where you are if you move?

IF NECESSARY SAY: I will only contact this person if I cannot locate you for the next interview.

YES  
 NO

CMQ.210 What is the name, address, and telephone number of that person?

CMQ.300 I have also recorded that {NAME OF RELATIVE/FRIEND} at {PHONE NUMBER} on

{STREET ADDRESS, LINE 1}  
 {STREET ADDRESS, LINE 2}  
 {CITY}, {STATE} {ZIP CODE}

will always know how where you are if you move. Is this still true?

IF NECESSARY SAY: I will only contact this person if I cannot locate you for the next interview.

CAPI INSTRUCTION: DISPLAY SECOND CONTACT NAME, PHONE NUMBER, AND ADDRESS FROM PRELOAD.

YES, NO CORRECTION NEEDED  
 YES, MINOR CORRECTIONS NEEDED  
 NO

CMQ.305 Besides {PERSON AT CMQ.210}, is there another relative or friend, who does not live in this household, who will always know where you are if you move?

IF NECESSARY SAY: I will only contact this person if I cannot locate you for the next interview.

YES  
 NO

CMQ.310 What is the name, address, and telephone number of that person?

CMQ.395 I have recorded {NAME OF NONRESIDENTIAL PARENT} at {ADDRESS, PHONE NUMBER} is {CHILD}'s {RELATIONSHIP}. Is this information still correct?

IF NECESSARY SAY: I will only contact this person if I cannot locate you for the next interview.

YES – NO CORRECTIONS NEEDED)  
 YES – MINOR CORRECTIONS NEEDED  
 NO  
 INFORMATION ALREADY PROVIDED  
 IN PREVIOUS ITEMS

CMQ.400      What is the name, address, and telephone number of {CHILD}'s {biological mother/ {or} biological father / {or} adoptive mother / {or} adoptive father}?

CMQ.500      Are you, or is someone else, planning to move to a new home with {CHILD} in the near future?

YES  
NO

CMQ.510      What is address and telephone number where {CHILD} will move?

CMQ.570      CODE IF OBVIOUS. OTHERWISE, ASK: Will {CHILD} move . . .

To a new state,  
To a new city or town in the same state, or  
To a new home in the same city or town?

CMQ.600      My records indicate that {CHILD} currently attends {NAME OF SCHOOL}. Will {he/she} still be attending this school in spring 2009?

YES  
NO

CMQ.605      Will {CHILD 2} attend the same new school as {CHILD 1} in spring 2009?

YES  
NO

CMQ.610      What is the name, address, and telephone number of the school {CHILD} will attend in spring 2009?

CMQ.671      Is it a public or private school?

PUBLIC  
PRIVATE

CMQ.672      What is the name of the district this school is located in?

CMQ.673      What type of private school is it?

PROBE: Is it Catholic, another type of religious affiliation, or is it non-religious?

CATHOLIC  
ANOTHER TYPE OF RELIGIOUS  
AFFILIATION  
NON-RELIGIOUS

CMQ.674      What is the name of the diocese?

CMQ.675      Since spring 2004, how many times has {CHILD} changed from one school to another?

|\_\_|  
NUMBER OF TIMES

CMQ.680      WAS THIS INTERVIEW CONDUCTED BY TELEPHONE OR IN-PERSON?

TELEPHONE ..... 1  
IN-PERSON ..... 2

CMQ.690      WAS THIS INTERVIEW CONDUCTED IN ENGLISH, SPANISH, OR ANOTHER LANGUAGE?

ENGLISH  
SPANISH  
ANOTHER LANGUAGE (SPECIFY)  
\_\_\_\_\_ )

CMQ.695      WHERE WAS THIS INTERVIEW CONDUCTED?

CHILD'S HOME  
CHILD'S SCHOOL  
SOMEWHERE ELSE

CMQ.700      Thank you for your cooperation and for taking the time to participate in the Early Childhood Longitudinal Study.

# **Appendix C**

## **ECLS-K School Administrator Questionnaire**

### **Field Test Items Grades 8 and 10**

**October 2005**

## SCHOOL CHARACTERISTICS

1. What is the current total student enrollment in your school?

WRITE IN THE NUMBER OF STUDENTS

2. Approximately, what is the Average Daily Attendance for your school this year?

WRITE IN THE PERCENT.

3. Approximately, what percentage of the students in your school belongs to each of the following racial/ethnic groups?

COMPLETE THE NUMBER COLUMN OR THE PERCENT COLUMN. WRITE NUMBER OR PERCENT ON EACH LINE. ENTER "0" ON THE LINE IF YOUR SCHOOL HAS NO STUDENTS OF THAT RACIAL/ETHNIC GROUP. THE PERCENT COLUMN SHOULD ADD TO 100%.

	Number	or	Percent
a. Asian or Pacific Islander	_____		_____
b. Hispanic	_____		_____
c. Black, not of Hispanic origin	_____		_____
d. White, not of Hispanic origin	_____		_____
e. American Indian or Alaska Native	_____		_____
f. TOTAL	_____		<u>100</u>

4. Does your school participate in USDA's (U.S. Dept. of Agriculture) school breakfast program? CIRCLE ONE NUMBER.

- a. Yes..... 1 **(SKIP TO Q6)**  
 b. No ..... 2 **(GO TO Q5)**

5. What are the reasons why your school does not participate in USDA's school breakfast program? CIRCLE ONE NUMBER ON EACH LINE.

	Yes	No
a. Too few eligible students.....	1	2
b. Program too costly .....	1	2
c. School starts too late to serve breakfast.....	1	2
d. School lacks facilities to serve breakfast .....	1	2
e. School lacks staff to serve breakfast.....	1	2
f. Other (Please specify) _____	1	2

6. What time is breakfast served at the school? WRITE IN TIME BELOW.

Start Time \_\_\_\_\_AM

End Time \_\_\_\_\_AM

7. Where is the breakfast typically served for eight (tenth) graders? CIRCLE ONE NUMBER.

- a. Cafeteria..... 1
- b. Classroom ..... 2
- c. School bus (as a bag breakfast) ..... 3
- d. In some other common area of school  
(as a bag breakfast) ..... 4
- e. Other (Please specify) \_\_\_\_\_ 5

8. Are children who are served breakfast in the cafeteria allowed to take it to the classroom?  
CIRCLE ONE NUMBER.

- a. Yes..... 1
- b. No ..... 2

9. How many children in your school were (a) eligible for and (b) participating in the school breakfast program as of October 2007? WRITE IN NUMBERS BELOW.

	(a) Eligible Children	(b) Participating Children
a. Any school breakfast? .....	<u>All Enrolled</u>	_____
b. Free school breakfast? .....	_____	_____
c. Reduced-price breakfast? .....	_____	_____

10. How many children in your school were (a) eligible for and (b) participating in the school lunch program as of October 2007? WRITE IN NUMBERS BELOW. IF SERVICE IS NOT PROVIDED, WRITE ZERO.

	(a) Eligible Children	(b) Participating Children
a. Any school lunch? .....	All Enrolled	_____
b. Free school lunch? .....	_____	_____
c. Reduced-price school lunch? .....	_____	_____

11. At this school, can students purchase food or beverages from...CIRCLE ONE NUMBER ON EACH LINE

	<u>Yes</u>	<u>No</u>
a. One or more vending machines at the school? .....	1	2
b. A school store, canteen, or snack bar? .....	1	2

12. Does this school offer a la carte lunch or breakfast items to students, that is, items not sold as part of the NSLP School Lunch or the School Breakfast Program? CIRCLE ONE NUMBER

YES..... 1  
NO..... 2

13. Can students purchase, either from vending machines, school store, canteen, snack bar or a la carte items from the cafeteria during school hours... CIRCLE ONE NUMBER ON EACH LINE.

	<u>Yes</u>	<u>No</u>
a. Chocolate candy?.....	1	2
b. Other kinds of candy? .....	1	2
c. Cookies, crackers, cakes, pastries, or other baked goods that are not low in fat? .....	1	2
d. Salty snacks that are not low in fat, such as regular potato chips? .....	1	2
e. Ice cream or frozen yogurt that is not low in fat? .....	1	2
f. 2% or whole milk? .....	1	2
g. Fruits or vegetables, not juice? .....	1	2

h.	Low-fat cookies, crackers, cakes, pastries, or other low-fat baked goods? .....	1	2
h.	Salty snacks that are low in fat, such as pretzels, baked chips, or other low-fat chips? .....	1	2
i.	Bread sticks, rolls, bagels, pita bread, or other bread products? .....	1	2
j.	Low-fat or fat-free ice cream, frozen yogurt, or sherbet? .....	1	2
k.	Low-fat or non-fat yogurt? .....	1	2
l.	1% or skim milk? .....	1	2
m.	Bottled water? .....	1	2
n.	100% fruit juice? .....	1	2
o.	100% vegetable juice? .....	1	2
p.	Soda pop, sports drinks, or fruit drinks that are not 100% juice? .....	1	2

14. At your peak meal time, how full is the cafeteria compared to the maximum seating capacity? Would you say it is...CIRCLE ONE

Less than 50% full,.....	1
50 to 75% full, .....	2
76 to 100% full, or .....	3
Over capacity? .....	4

15. Of the students currently enrolled in this school (and in Grade 8/10), what percentage have been identified as limited-English proficient?

WRITE THE PERCENT. IF THERE ARE NO STUDENTS IN A CATEGORY WRITE "0."

- a. LEP in entire school ..... %
- b. LEP in Grade 8/10 ..... %

## SCHOOL CHARACTERISTICS

16. Which of the following applies to your school?

MARK ALL THAT APPLY

Public School

- a. Comprehensive public school (not including magnet school or school of choice)
- b. Public magnet school
- c. Public school of choice (open enrollment)

Private School

- d. Catholic school
- e. Other private school, religious affiliation
- f. Private school, no religious affiliation

Vocational/Technical school

- g. High school served by an area or regional vocational school/center (part-time or part-day)
- h. Full-time technical or vocational school
- i. Other technical or vocational school

Other School Characteristics

- j. Year-round school
- k. Boarding School
- l. Indian Reservation School
- m. Military Academy
- n. Alternative/Stay-in-School/Dropout Prevention School/ Continuation School
- o. Charter school
- p. Special Education School (primarily serves students with disabilities)

17. [For private schools only:] What is the highest ANNUAL tuition charged by this school for a full-time {8<sup>th</sup>/10<sup>th</sup>} grade student? (Do not include boarding fees.)

18. Is this school co-educational?

MARK ONE

Yes

No, it is an all-female school

No, it is an all-male school

19. What are the LOWEST and HIGHEST grade levels in your school?

CIRCLE THE TWO GRADE LEVELS.

Pre-K   K   1   2   3   4   5   6   7   8   9   10   11   12   Ungraded

20. Write the date this school year began.

a. Month

b. Day

21. Write the date this school year ends.

- a. Month
- b. Day

22. How many days are children required to attend this academic year?

WRITE IN NUMBER BELOW

\_\_\_\_\_ Number of School Days

23. What is the average starting salary for full-time first year teachers at this school?

24. Did your school receive Federal Title I funds for this school year?

MARK ONE.

- Yes
- No
- Not applicable

25. Is your school operating a Title I targeted assistance or schoolwide program?

- Yes
- No

MARK ONE ON EACH ROW

[PLEASE NOTE THE FOLLOWING DEFINITIONS RELEVANT TO QUESTION 15 a and 15b BELOW:

A targeted assistance program uses Title I funds to provide supplemental academic services (usually in reading and/or math) to specific "Title I students" who have been identified as low achieving.

A schoolwide program may use Title I funds to improve the quality of educational programs and services throughout the school. A school may use Title I funds for a schoolwide program if at least 50 percent of its students are from low-income families, or if it receives a waiver permitting it to operate a schoolwide program.]

- a. Targeted assistance program
- b. Schoolwide program

26. Some states and districts have recently initiated school improvement efforts directed at issues such as adequate yearly progress and state accountability standards. These activities are usually led by personnel from outside the particular school. During the last two years have you participated in such activities:

Yes  
No

MARK ONE ON EACH ROW

- a. Within your school?
- b. As part of a team outside your school?

## SCHOOL SAFETY

27. How much of a problem are the following in the neighborhood where this school is located?

Big problem  
Somewhat of a problem  
No problem

MARK ONE ON EACH ROW

- a. Tensions based on racial, ethnic, or religious differences
- b. Selling or using drugs or excessive drinking in public
- c. Gangs
- d. Vacant houses and buildings
- e. Crime in the neighborhood

28. To the best of your knowledge how often do the following types of problems occur at your school?

Happens daily  
Happens at least once a week  
Happens at least once a month  
Happens on occasion  
Never happens

MARK ONE ON EACH ROW

- a. Class cutting
- b. Physical conflicts among students
- c. Theft
- d. Vandalism
- e. Use of alcohol
- f. Use of illegal drugs
- g. Student bullying
- h. Widespread disorder in classrooms

29. Indicate how much you agree or disagree with the following statements

Strongly Disagree  
Disagree  
Neither Agree nor Disagree  
Agree  
Strongly Agree

MARK ONE ON EACH ROW

- a. Parents are actively involved in this school's programs
- b. Teacher turnover is a problem at this school
- c. Gang activities are a problem at this school.
- d. Racial tensions among students are a problem at this school.

## SCHOOL POLICIES

30. Which of the following statements best describes your school's approach to providing instruction in your core curriculum to students who come to you with different abilities, learning rates, interests, or motivations (do not include Special Education students when considering your answer)? (If any of the terms are unclear to you, see the definitions below.)

### MARK ONE

We offer differentiated courses in our core curriculum but students have open access to any course provided they have taken the required prerequisite(s)

We offer differentiated courses and do differentiated grouping in our core curriculum

We offer a variety of undifferentiated courses in our core curriculum, and students have open access to any course provided they have taken the required prerequisite(s)

Other

### DEFINITIONS

Ability levels – the distinction among students, or courses, on the basis of the students' learning aptitudes or past academic achievements, or each course's adaptation to students' levels of readiness and learning rates.

Core curriculum – courses in English, Math, Science, and Social Studies that students can choose from in order to fulfill the school district's graduation requirements.

Differentiated courses – courses that fulfill the same requirements in the core curriculum but differ in terms of content, quantity and/or intensity of work, or expectations regarding independent work.

Differentiated grouping – a school's approach to providing instruction to students who have been grouped because of similar learning aptitudes or past academic achievements for the purpose of providing them instruction in core curriculum areas that is geared to their abilities in terms of content, quantity and/or intensity of work, or expectations regarding independent work.

Undifferentiated courses – courses that are equivalent in terms of content, quantity and/or intensity of work, or expectations regarding independent work, and are open to students who may have widely differing learning aptitudes or past academic achievements.

## EVALUATION

31. Based on recent standardized tests, what percent of [8<sup>th</sup>/10<sup>th</sup>] grade students in this school tested at or above grade level on...

- a. Reading or verbal skills, Nationally-normed tests
- b. Reading or verbal skills, State tests
- c. Mathematics or quantitative skills, Nationally-normed tests
- d. Mathematics or quantitative skills, State tests

*Grade 10 only*

32. Are students required to pass a minimum competency or proficiency test in order to receive a high school diploma

Yes

No [skip to 23]

*Grade 10 only*

33. Is competency testing a state, district, or school requirement?

MARK ONE

State requirement

District requirement

School requirement

Other specify \_\_\_\_\_

*Grade 10 only*

34. Is the competency testing program tied to explicit content standards or curriculum frameworks?

Yes

No

## ACADEMIC OPTIONS/COURSE OFFERINGS

*8<sup>th</sup> grade*

35. Approximately what percentage of your 8th grade students is in each of the following instructional programs?

WRITE PERCENTAGES BELOW (WRITE "0" IF NO 8TH GRADE STUDENTS ARE IN A GIVEN PROGRAM AND CHECK BOX IF PROGRAM IS NOT OFFERED). THESE PERCENTAGES ARE INDEPENDENT AND THEREFORE DO NOT NEED TO SUM TO 100%

- a. Special education (with Individualized Education Plan (IEP))
- b. Bilingual education (instruction in both English and students' native language)
- c. English as a second language
- d. Reading instruction for students performing below grade level in reading
- e. Math instruction for students performing below grade level in math
- f. After school/summer outreach program

*Grade 10 only*

36. Approximately what percentage of your 10th grade students is in each of the following instructional programs?

WRITE PERCENTAGES BELOW (WRITE "0" IF NO 10TH GRADE STUDENTS ARE IN A GIVEN PROGRAM AND CHECK BOX IF PROGRAM IS NOT OFFERED). THESE PERCENTAGES ARE INDEPENDENT AND THEREFORE DO NOT NEED TO SUM TO 100%

- a. General high school program
- b. Career, vocational, or technical program
- c. College prep, academic, or specialized academic (such as science or math)
- d. Other specialized high school program (such as fine art)
- e. Special education (with Individualized Education Plan (IEP))
- f. Alternative or drop-out prevention program
- g. Bilingual education
- h. English as a second language

*8<sup>th</sup> grade*

37. Approximately what percentage of the 8th grade students at this school are enrolled in each of these mathematics courses?

WRITE THE PERCENTAGE ON EACH LINE. THE FOUR LINES SHOULD SUM TO 100. MARK THE BOX IF THIS SCHOOL DOES NOT HAVE AN 8<sup>TH</sup> GRADE.

- a. Eighth-grade mathematics
- b. Pre-algebra
- c. Algebra
- d. Other mathematics class

This school does not have an 8th grade (MARK BOX)

*Grade 10 only*

38. Approximately what percentage of the students at this school completes a Pre-Calculus course by the time they graduate from the 12th grade?

This school does not have a 12th grade (MARK BOX)

*Grade 10 only*

39. Does this school offer the following programs?

Yes

No

MARK ONE ON EACH ROW

- a. Advanced placement (AP) courses for college credit
- b. International Baccalaureate (IB) (An international curriculum certified by the International Baccalaureate Organization)
- c. Credit-based transition program in partnership with a university (e.g., middle college high school)

## SCHOOL ADMINISTRATOR CHARACTERISTICS

THE REMAINING QUESTIONS SHOULD BE COMPLETED BY THE SCHOOL PRINCIPAL OR HEAD MASTER. If a designee is chosen, please be sure that the items are answered about the school's principal or headmaster.

40. What is your gender?

Male  
Female

41. In what year were you born?

19\_\_

42. Are you of Hispanic or Latino origin?

Yes  
No

43. Which best describes your race?

MARK ALL THAT APPLY

- a. American Indian or Alaska Native
- b. Asian
- c. Black or African American
- d. Native Hawaiian or Other Pacific Islander
- e. White

44. How many years of experience do you have in each of the following positions?

- a. Years as a teacher before becoming a principal
- b. Total number of years as a principal
- c. Number of years as principal at this school

45. What is the highest level of education you have completed?

MARK ONE

Bachelor's degree  
At least one year of course work beyond a Bachelor's degree but not a graduate degree  
Master's degree  
Education specialist or professional diploma based on at least one year of course work past a Master's degree level  
Doctorate

# **Appendix D**

## **ECLS-K Teacher Questionnaire**

**Grades 8 and 10**

**October 2005**

## STUDENT INFORMATION

1. Does this student usually work hard for good grades in your class?

Yes  
No  
Don't know

2. Does this student seem to relate well to other students in your class?

Yes  
No  
Don't know

3. Is this student exceptionally passive or withdrawn in your class?

Yes  
No  
Don't know

4. Does this student talk with you outside of class about school work, plans after high school, or personal matters?

Yes  
No  
Don't know

5. Has this student fallen behind in school work in this class?

Yes  
No (go to 7)  
Don't know (go to 7)

6. If YES, why has this student fallen behind in school work in this class?

MARK ALL THAT APPLY

- a. Health problem
- b. A disciplinary problem
- c. Lack of effort
- d. Disorganized
- e. Lacks prerequisite skills
- f. Some other reason (specify)

## STUDENT INFORMATION

7. When you assign homework for this class, how often does this student complete it?  
MARK ONE RESPONSE ONLY

Homework not assigned  
Never  
Rarely  
Some of the time  
Most of the time  
All of the time  
Don't know

8. How often is this student attentive in your class?  
MARK ONE RESPONSE ONLY

Never  
Rarely  
Some of the time  
Most of the time  
All of the time  
Don't know

9. How often is this student disruptive in your class?  
MARK ONE RESPONSE ONLY

Never  
Rarely  
Some of the time  
Most of the time  
All of the time  
Don't know

10. How often is this student absent from your class?  
MARK ONE RESPONSE ONLY

Never  
Rarely  
Some of the time  
Most of the time  
All of the time  
Don't know

## STUDENT INFORMATION

11. How often is this student tardy to your class?

MARK ONE RESPONSE ONLY

- Never
- Rarely
- Some of the time
- Most of the time
- All of the time
- Don't know

12. Have you spoken to a guidance counselor or other member of the school staff this school year about the following?

MARK ONE ON EACH ROW

- Yes
  - No
  - NA (We have no other guidance counselor or other staff member to speak to)
  - NA (The student did not exhibit this behavior)
- 
- a. Student's poor school performance
  - b. Student's disruptive behavior in class

13. Have you recommended this student for academic honors, advanced placement, or honors classes?

- Yes
- No
- NA (There is no such honor available for which to recommend the student)
- NA (The student did not perform at a level worthy of this recommendation)

14. Please rate this student's compositional skills, as exhibited in performance in your class?

MARK ONE ON EACH ROW

- Outstanding
  - Very good
  - Good
  - Fair
  - Poor
  - No opportunity to evaluate skill
- 
- a. Ability to organize ideas logically and coherently
  - b. Ability to employ the conventions of English grammar and usage
  - c. Ability to elaborate points with appropriate detail
  - d. Ability to express analytical or critical thinking
  - e. Ability to express creative thinking

15. Please rate this student's skills at oral expression, as exhibited in performance in your class?  
MARK ONE ON EACH ROW

Outstanding  
Very good  
Good  
Fair  
Poor  
No opportunity to evaluate skill

- a. Ability to employ the conventions of spoken English grammar
- b. Ability to express analytical or critical thinking
- c. Ability to express creative thinking

### CLASS INFORMATION

16. As of today's date, how many students in this class belong to each of the following racial/ethnic groups?  
WRITE NUMBER ON EACH LINE. ENTER "0" ON THE LINE IF THERE ARE NO STUDENTS IN A CATEGORY.

- a. Asian or Pacific Islander
- b. Hispanic
- c. Black, not of Hispanic origin
- d. White, not of Hispanic origin
- e. American Indian or Alaska Native
- f. Total class enrollment (sum of a through f)

17. At this point in the school year, how would you rate the behavior of students in this class?  
MARK ONE RESPONSE ONLY

Group misbehaves very frequently and is almost always difficult to handle  
Group misbehaves frequently and is often difficult to handle  
Group misbehaves occasionally  
Group behaves well  
Group behaves exceptionally well

### INSTRUCTION (ENGLISH TEACHER QUESTIONNAIRE ONLY)

18. Which of the following best describes this student's English class?

MARK ONE RESPONSE ONLY

Instruction for students performing below grade level in reading (remedial)  
Regular  
Honors, Enrichment, or gifted & talented  
Advanced Placement (AP/IB) (grade 10 only)  
College credit course (grade 10 only)

19. About how much time in total does this student's English/language arts class meet in a typical week?

MARK ONE RESPONSE ONLY

Less than 3 hours  
3-4.9 hours  
5-6.9 hours  
7-9.9 hours  
10 or more hours

20. By the end of the school year, approximately what percentage of instructional time will you have spent during this class on each of the following English/language arts components?

MARK ONE ON EACH ROW

None  
1-10%  
11-40%  
41-60%  
61-90%  
More than 90%

- a. Reading skills and strategies
- b. Appreciation and analysis of literature
- c. Student writing

21. In addition to full-length selections appearing in a textbook/workbook you may use, how many books will you require your students in this class to read this school year?

WRITE NUMBER ON LINE. IF NONE, WRITE "0"

Number of books \_\_\_\_\_

**INSTRUCTION (ENGLISH TEACHER QUESTIONNAIRE ONLY)**

22. What books has this class most recently read as an assignment in your class?  
WRITE THE TITLES AND AUTHORS OF 3 BOOKS (OR FEWER IF LESS THAN 3 HAVE BEEN ASSIGNED)

- a. Book 1
  - a. Title \_\_\_\_\_
  - b. Author \_\_\_\_\_
- b. Book 2
  - a. Title \_\_\_\_\_
  - b. Author \_\_\_\_\_
- c. Book 3
  - a. Title \_\_\_\_\_
  - b. Author \_\_\_\_\_

23. How often do you do the following things as part of reading instruction with this class?  
MARK ONE ON EACH ROW

Almost every day  
Once or twice a week  
Once or twice a month  
Never or hardly ever

- a. Ask students to talk with each other about interpretations of what they have read
- b. Ask students to write about something they have read
- c. Give quizzes or tests
- d. Assign homework
- e. Ask students to revise a report or paper they have written

24. How much time do you expect a student to spend completing homework for this class on days you assign it?

MARK ONE RESPONSE ONLY

I do not assign homework  
Less than 15 minutes  
About 15 to 30 minutes  
About 30 minutes to an hour  
More than an hour

**INSTRUCTION (MATHEMATICS TEACHER QUESTIONNAIRE ONLY)**

25. Which of the following best describes this student's mathematics course?

MARK ONE RESPONSE ONLY

- General mathematics
- Introduction to Algebra/Pre-algebra
- Algebra
- Integrated or sequential mathematics
- Algebra II
- Geometry
- Consumer or business mathematics (grade 10 only)
- Pre-calculus (grade 10 only)
- Statistics (grade 10 only)
- Trigonometry (grade 10 only)

26. Which of the following best describes this mathematics course?

MARK ONE RESPONSE ONLY

- Instruction for students performing below grade level in math (remedial)
- Regular
- Honors, Enrichment, or gifted & talented
- Advanced Placement (AP/IB) (grade 10 only)
- College credit course (grade 10 only)

27. About how much time in total does this student's mathematics class meet in a typical week?

MARK ONE RESPONSE ONLY

- Less than 3 hours
- 3-4.9 hours
- 5-6.9 hours
- 7-9.9 hours
- 10 or more hours

28. By the end of this school year, approximately what percentage of instructional time will you have spent during this class on each of the following mathematics content areas? GRADE 8 ONLY

WRITE IN THE PERCENT. THE TOTAL SHOULD ADD TO 100%

- a. Number (e.g., whole numbers, fractions, decimals, ratio, proportion, percent) \_\_\_\_\_
- b. Geometry (e.g., lines and angles, shapes, congruence and similarity, spatial relationships, symmetry, and transformation) \_\_\_\_\_
- c. Algebra (e.g., patterns, equations and formulas, relationships) \_\_\_\_\_
- d. Data (e.g., data collection and organization, data representation, data interpretation, probability) \_
- e. Measurement (e.g., attributes and units, tools, techniques and formulas) \_\_\_\_\_
- f. Other, please specify \_\_\_\_\_

**INSTRUCTION (MATHEMATICS TEACHER QUESTIONNAIRE ONLY)**

29. How often do the students in this class do the following?

MARK ONE ON EACH ROW

Almost every day

Once or twice a week

Once or twice a month

Never or hardly ever

- a. Solve mathematics problems in small groups or with a partner
- b. Discuss their solutions to mathematics problems
- c. Take tests or quizzes
- d. Use a graphing calculator
- e. Use computers for mathematics at school
- f. Are assigned homework
- g. Write about how to solve a mathematics problem
- h. Work on and discuss mathematics problems that reflect real-life situations
- i. Work on problems for which there is no immediate solution

30. How much time do you expect a student to spend completing homework for this class on the days you assign it?

MARK ONE RESPONSE ONLY

I do not assign homework

Less than 15 minutes

About 15 to 30 minutes

About 30 minutes to an hour

More than an hour

**INSTRUCTION (SCIENCE TEACHER QUESTIONNAIRE ONLY)**

31. Which of the following best describes this student's science course?

MARK ONE RESPONSE ONLY

- General science
- General physical science
- Biology
- Botany or zoology
- Earth science
- Principles of technology
- Chemistry (grade 10 only)
- Physics (grade 10 only)
- Other science

32. Which of the following best describes this student's science class?

MARK ONE RESPONSE ONLY

- Instruction for students performing below grade level for science (remedial)
- Regular
- Honors, enrichment, or gifted & talented
- Advanced Placement (AP/IB) (grade 10 only)
- College credit course (grade 10 only)

33. About how much time in total does this student's science class meet in a typical week?

MARK ONE RESPONSE ONLY

- Less than 3 hours
- 3-4.9 hours
- 5-6.9 hours
- 7-9.9 hours
- 10 or more hours

34. By the end of this school year, approximately what percentage of instructional time will you have spent during this class on each of the following science content areas? **GRADE 8 ONLY**

WRITE IN THE PERCENT. THE TOTAL SHOULD ADD TO 100%

- a. Life science (e.g., types, characteristics, and classification of living things; structure/function and life processes in organisms; cells and their functions; development, reproduction, and heredity; diversity, adaptation, and natural selection; ecosystems and human health) \_\_\_\_\_
- b. Chemistry (e.g., classification, composition and particulate structure of matter; properties and uses of water; acids and bases; and chemical change) \_\_\_\_\_
- c. Physics (e.g., physical states and changes in matter; energy types, sources, and conversions; heat and temperature; light; sound and vibration; electricity and magnetism; forces and motion) \_\_\_\_\_
- d. Earth science (e.g., earth's structure and physical features; earth's processes, cycles, and history; the solar system and universe) \_\_\_\_\_

- e. Environmental science (e.g., changes in population; uses and conservation of natural resources; and changes in environments) \_\_\_\_\_
- f. Other, please specify (\_\_\_\_\_)

**INSTRUCTION (SCIENCE TEACHER QUESTIONNAIRE ONLY)**

35. Think about your science instruction during the entire year. About how much emphasis did you give to each of the following objectives for this student?

MARK ONE ON EACH ROW

Very heavy  
Heavy  
Moderate  
Little emphasis  
No emphasis

- a. Knowing science facts and terminology
- b. Understanding key science concepts
- c. Developing science problem-solving skills
- d. Learning about the relevance of science to society and technology
- e. Developing laboratory skills and techniques
- f. Developing students' interest in science
- g. Developing data analysis skills

36. About how often does this student engage in the following?

MARK ONE ON EACH ROW

Almost every day  
Once or twice a week  
Once or twice a month  
Never or hardly ever

- a. Work with other students on a science activity or project
- b. Engage in hands-on activities or investigations in science
- c. Take a science test or quiz
- d. Have assigned homework
- e. Generate and test hypotheses about particular phenomena
- f. Discuss science in the news

37. How much time do you expect a student to spend completing homework for this class on the days you assign it?

MARK ONE RESPONSE ONLY

I do not assign homework  
Less than 15 minutes  
About 15 to 30 minutes  
About 30 minutes to an hour  
More than an hour

38. How would you rate the science equipment your students have available to use?  
MARK ONE RESPONSE ONLY

Excellent  
Good  
Fair  
Poor  
None available  
NA (not applicable to this class)

### INSTRUCTION (ALL TEACHERS)

39. Which textbook (or commercially produced workbook) constitutes the primary source that you use in this class?

WRITE THE TITLE, AUTHORS, PUBLISHER, AND PUBLICATION DATE/EDITION

Title	_____
Author	_____
Publisher	_____
Publication date/edition	_____

40. Which textbook (or commercially produced workbook) constitutes the secondary source that you use in this class?

WRITE THE TITLE, AUTHORS, PUBLISHER, AND PUBLICATION DATE/EDITION

Title	_____
Author	_____
Publisher	_____
Publication date/edition	_____

41. How important is each of the following in assigning grades to students in your class?

MARK ONE ON EACH ROW

Not important  
Somewhat important  
Very important  
Extremely important  
Not applicable

- Individual student's achievement relative to the rest of the class
- Individual student's achievement relative to local or state standards
- Individual improvement or progress over past performance
- Effort
- Class participation
- Classroom behavior or conduct
- Completion of homework

## **SCHOOL INFORMATION**

42. Please indicate the extent to which you agree with each of the following statements about your school.  
MARK ONE ON EACH ROW

Strongly disagree  
Disagree  
Neither disagree nor agree  
Agree  
Strongly agree

- a. Staff members in this school generally have school spirit
- b. The level of student misbehavior (e.g., noise, horseplay, or fighting in the halls or cafeteria) in this school interferes with my teaching
- c. Many of the students I teach are not capable of learning the material I am supposed to teach them
- d. I feel accepted and respected as a colleague by most staff members
- e. Teachers in this school are continually learning and seeking new ideas
- f. Routine administrative duties and paperwork interfere with my job of teaching
- g. Parents are supportive of school staff
- h. If I try really hard, I can get through even to the most difficult or unmotivated students
- i. I feel that it's part of my responsibility to keep students from dropping out of school
- j. If some students in my class are not doing well, I feel that I should change my approach to the subject
- k. By trying a different teaching method, I can significantly affect a student's achievement
- l. There is really very little I can do to insure that most of my students achieve at a high level
- m. I work to create lessons so my students will enjoy learning and become independent thinkers
- n. I feel sometimes it is a waste of my time to try to do my best as a teacher
- o. The attitudes and habits students bring to my class greatly reduce their chances for academic success
- p. My success or failure in teaching is due primarily to factors beyond my control rather than to my own effort or ability

## **TEACHER INFORMATION**

43. What is your gender?

Male  
Female

44. In what year were you born?  
ENTER YEAR

19\_\_

45. Are you of Hispanic or Latino origin?

Yes  
No

## TEACHER INFORMATION

46. Which best describes your race?  
MARK ONE RESPONSE ONLY

American Indian or Alaska Native  
Asian  
Black or African American  
Native Hawaiian or Other Pacific Islander  
White

47. What is the highest level of education completed by your own parents?  
MARK ONE RESPONSE ONLY

Did not complete high school  
High school diploma or GED  
Associate's degree  
Bachelor's degree  
At least one year of course work beyond a Bachelor's degree but not a graduate degree  
Master's degree  
Completed a PhD, MD, or other advanced professional degree  
Don't know

48. What is the highest level of education you have completed?  
MARK ONE RESPONSE ONLY

High school diploma or GED  
Associate's degree  
Bachelor's degree  
At least one year of course work beyond a Bachelor's degree but not a graduate degree  
Master's degree  
Education specialist or professional diploma based on at least one year of course work past a Master's degree level  
Doctorate

49. Did you have a major, minor, or special emphasis in any of the following subjects as part of your undergraduate coursework? ENGLISH TEACHERS ONLY  
MARK ONE ON EACH ROW

Yes, a major  
Yes, a minor or special emphasis  
No

a. Reading, language arts, or literacy education  
b. English  
c. Other language arts-related subject  
d. Elementary or secondary education

## TEACHER INFORMATION

50. Did you have a major, minor, of special emphasis in any of the following as part of your graduate coursework? ENGLISH TEACHERS ONLY W/GRADUATE-LEVEL COURSEWORK

MARK ONE ON EACH ROW

Yes, a major

Yes, a minor or special emphasis

No

a. Reading, language arts, or literacy education

b. English

c. Other language arts-related subject

d. Elementary or secondary education

51. Did you have a major, minor, or special emphasis in any of the following subjects as part of your undergraduate coursework? MATHEMATICS TEACHERS ONLY

MARK ONE ON EACH ROW

Yes, a major

Yes, a minor or special emphasis

No

a. Mathematics education

b. Mathematics

c. Other mathematics related subject such as statistics

d. Elementary or secondary education

52. Did you have a major, minor, of special emphasis in any of the following as part of your graduate coursework? MATHEMATICS TEACHERS ONLY W/GRADUATE-LEVEL COURSEWORK

MARK ONE ON EACH ROW

Yes, a major

Yes, a minor or special emphasis

No

a. Mathematics education

b. Mathematics

c. Other mathematics related subject such as statistics

d. Elementary or secondary education

## TEACHER INFORMATION

53. Did you have a major, minor, or special emphasis in any of the following subjects as part of your undergraduate coursework? SCIENCE TEACHERS ONLY  
MARK ONE ON EACH ROW

Yes, a major  
Yes, a minor or special emphasis  
No

- a. Biology or other life science
- b. Physics, chemistry, or other physical science
- c. Earth or space science
- d. Mathematics or mathematics education or engineering
- e. Elementary or secondary education

54. Did you have a major, minor, or special emphasis in any of the following as part of your graduate coursework? SCIENCE TEACHERS ONLY W/GRADUATE-LEVEL COURSEWORK  
MARK ONE ON EACH ROW

Yes, a major  
Yes, a minor or special emphasis  
No

- a. Biology or other life science
- b. Physics, chemistry, or other physical science
- c. Earth or space science
- d. Mathematics or mathematics education or engineering
- e. Elementary or secondary education

55. Counting this school year, how many years have you been a school teacher, including part-time teaching?  
WRITE NUMBER ON LINE

\_\_\_\_\_years

56. Counting this school year, how many years have you taught in this general subject area, including part-time teaching?  
WRITE NUMBER ON LINE

\_\_\_\_\_years

57. Counting this school year, how many years have you taught in your current school, including part-time teaching?  
WRITE NUMBER ON LINE

\_\_\_\_\_years

## TEACHER INFORMATION

58. What type of teaching certification do you have?

MARK ONE RESPONSE ONLY

- Regular or standard state certificate of advanced professional certificate
- Probationary certificate (the initial certificate issued after satisfying all requirements except the completion of a probationary period)
- Provisional or other type given to persons who are still participating in what the state call an “alternative certification program”
- Temporary certificate (requires some additional college coursework and/or student teaching before regular certification can be obtained)
- Emergency certificate or waiver (issued to persons with insufficient teacher preparation who must complete a regular certification program in order to continue teaching)

59. In what content area(s) does the teaching certificate marked above allow you to teach in this state?

MARK ALL THAT APPLY

### EDUCATION

- Early childhood/Pre-K, general
- Elementary grades, general
- Secondary education
- Middle grades, general
- Special education

### ENGLISH AND LANGUAGE ARTS

- Communications
- Composition
- English
- Journalism
- Language Arts
- Reading
- Speech
- English as a Second Language
- ESL/Bilingual Education

### MATHEMATICS AND COMPUTER SCIENCE

- Mathematics
- Computer science

### NATURAL SCIENCES

- Science, general
- Biology/Life sciences
- Chemistry
- Earth Science
- Physical science
- Physics
- Other natural sciences

SOCIAL SCIENCES

Social studies, general  
Anthropology  
Economics  
Geography  
Government/Civics  
History  
Native American studies  
Psychology  
Sociology  
Other social sciences

OTHER

Vocational/Technical education  
Foreign languages  
Health education  
Art or music  
Other

60. Have you taken the following test?  
MARK ONE RESPONSE ONLY

Not taken  
Taken and passed  
Taken and have not yet passed

- a. An exam for National Board for Professional Teaching Standards certification

61. Please indicate the extent to which you agree with each of the following statements on teaching.  
MARK ONE ON EACH ROW

Strongly disagree  
Disagree  
Neither disagree nor agree  
Agree  
Strongly agree

- a. I really enjoy my present teaching job  
b. I am certain I am making a difference in the lives of the students I teach  
c. If I could start over, I would choose teaching again as my career  
d. I am satisfied with my class size  
e. I worry about the security of my job because of the performance of the students in my class(es) on state or local tests

62. How well prepared are you in teaching students from different cultural backgrounds?  
MARK ONE RESPONSE ONLY

Well prepared  
Moderately prepared  
Not well prepared

# **Appendix E**

## **ECLS-K Special Education Teacher Questionnaire**

**Grades 8 and 10**

**October 2005**

1. What is your gender? CIRCLE ONE NUMBER.

- a. Male ..... 1  
b. Female ..... 2

2. In what year were you born? WRITE IN YEAR BELOW.

19 \_\_\_\_\_

3. Are you of Hispanic or Latino origin? CIRCLE ONE NUMBER.

- a. Yes ..... 1  
b. No..... 2

4. Which best describes your race? CIRCLE ONE NUMBER ON EACH LINE.

- |  | <u>Yes</u> | <u>No</u> |
|--|------------|-----------|
| a. American Indian or Alaska Native.....           | 1          | 2         |
| b. Asian .....                                     | 1          | 2         |
| c. Black or African American.....                  | 1          | 2         |
| d. Native Hawaiian or Other Pacific Islander ..... | 1          | 2         |
| e. White .....                                     | 1          | 2         |

5. Counting this school year, how many years in total (including part-time) have you worked in this school? WRITE IN THE YEARS BELOW.

\_\_\_\_\_ Years

6. Counting this school year, how many years (including part-time) have you been working with children receiving special education or related services? WRITE IN THE YEARS BELOW.

\_\_\_\_\_ Years

7. Counting this school year, how many years (including part-time) have you been teaching? WRITE IN THE YEARS BELOW.

\_\_\_\_\_ Years

8. How do you classify your main assignment at this school, that is, the activity at which you spend most of your time during this school year? CIRCLE ONE NUMBER.

- a. Regular full-time teacher/service provider ..... 1
- b. Regular part-time teacher/service provider..... 2
- c. Itinerant teacher (i.e., your assignment requires you to provide instruction/related services at more than one school) 3
- d. Long-term substitute (i.e., your assignment requires that you fill the role of a teacher on a long-term basis, but you are still considered a substitute)..... 4
- e. Teacher aide ..... 5
- f. Other (Please specify)\_\_\_\_\_ 6

9. What is the highest level of education you have completed? CIRCLE ONE NUMBER.

- a. High school diploma or GED..... 1
- b. Associate's degree..... 2
- c. Bachelor's degree ..... 3
- d. At least one year of course work beyond a Bachelor's but not a graduate degree..... 4
- e. Master's degree ..... 5
- f. Education specialist or professional diploma based on at least one year of course work past a Master's degree level.... 6
- g. Doctorate..... 7

10. Which of the following credentials, licenses, or certificates do you have for working with children with disabilities? CIRCLE ONE NUMBER ON EACH LINE.

- |   | <u>Yes</u> | <u>No</u> |
|---|------------|-----------|
| a. Emergency credential .....   | 1          | 2         |
| b. Provisional or temporary credential.....   | 1          | 2         |
| c. Disability-specific credential or endorsement .....  | 1          | 2         |
| d. Special education credential or endorsement<br>(for more than one disability category) ..... | 1          | 2         |
| e. General education credential.....  | 1          | 2         |
| f. Speech/language state license or certification .....   | 1          | 2         |
| g. Physical therapy license or certification.....   | 1          | 2         |
| h. Occupational therapy license or certification .....  | 1          | 2         |
| i. Certificate of Clinical Competence .....   | 1          | 2         |

- j. Other professional license, credential, or endorsement  
(Please specify): \_\_\_\_\_ 1 2
- k. Don't have special education or other professional  
credential, endorsement or license ..... 1 2

11. How many college courses have you completed in the following areas? CIRCLE ONE  
NUMBER ON EACH LINE.

- |   |   |   |   |   |   |   |    |
|---|---|---|---|---|---|---|----|
| a. Early childhood education.....               | 0 | 1 | 2 | 3 | 4 | 5 | 6+ |
| b. Early childhood special education.....       | 0 | 1 | 2 | 3 | 4 | 5 | 6+ |
| c. Elementary education .....                   | 0 | 1 | 2 | 3 | 4 | 5 | 6+ |
| d. Secondary education .....                    | 0 | 1 | 2 | 3 | 4 | 5 | 6+ |
| e. English as a second language (ESL) .....     | 0 | 1 | 2 | 3 | 4 | 5 | 6+ |
| f. Bilingual education.....                     | 0 | 1 | 2 | 3 | 4 | 5 | 6+ |
| g. General special education .....              | 0 | 1 | 2 | 3 | 4 | 5 | 6+ |
| h. Learning disabilities .....                  | 0 | 1 | 2 | 3 | 4 | 5 | 6+ |
| i. Mental retardation .....                     | 0 | 1 | 2 | 3 | 4 | 5 | 6+ |
| j. Orthopedic impairments.....                  | 0 | 1 | 2 | 3 | 4 | 5 | 6+ |
| k. Serious emotional disturbance.....           | 0 | 1 | 2 | 3 | 4 | 5 | 6+ |
| l. Deafness and hearing.....                    | 0 | 1 | 2 | 3 | 4 | 5 | 6+ |
| m. Blindness and vision .....                   | 0 | 1 | 2 | 3 | 4 | 5 | 6+ |
| n. Communication disorders .....                | 0 | 1 | 2 | 3 | 4 | 5 | 6+ |
| o. Infants and toddlers with disabilities ..... | 0 | 1 | 2 | 3 | 4 | 5 | 6+ |
| p. Physical therapy.....                        | 0 | 1 | 2 | 3 | 4 | 5 | 6+ |
| q. Occupational therapy .....                   | 0 | 1 | 2 | 3 | 4 | 5 | 6+ |
| r. School psychology .....                      | 0 | 1 | 2 | 3 | 4 | 5 | 6+ |
| s. Classroom management.....                    | 0 | 1 | 2 | 3 | 4 | 5 | 6+ |

12. Which of the following best describes your current position in this school? CIRCLE ONE  
NUMBER.

- |  |   |
|--|---|
| a. Special education teacher.....              | 1 |
| b. Special education teacher consultant .....  | 2 |
| c. General education teacher.....              | 3 |
| d. Speech - language pathologist .....         | 4 |
| e. Physical therapist.....                     | 5 |
| f. Physical therapy assistant or aide .....    | 6 |
| g. Occupational therapist .....                | 7 |
| h. Occupational therapy assistant or aide..... | 8 |

- i. School psychologist ..... 9
- j. Special education classroom aide ..... 10
- k. Other (Please specify): ..... 11

13. During this school year, where did you work with children with IEPs? CIRCLE ONE NUMBER ON EACH LINE.

	<u>Yes</u>	<u>No</u>
a. In a general education classroom.....	1	2
b. In a special education classroom.....	1	2
c. In a non-classroom space (office, therapy room, small work space, mobile van, etc.) .....	1	2
d. Other (Please specify): .....	1	2
e. I do not work directly with children who have IEPs.....	1	2

14. During this school year, how many children with IEPs did you work with, on average, each **week**? (Include children you work with directly, as well as children for whom you consult with the general education teacher and/or another special education teacher/service provider) CIRCLE ONE NUMBER.

- a. 1-10 ..... 1
- b. 11-20 ..... 2
- c. 21-40 ..... 3
- d. More than 40 ..... 4
- e. Don't know ..... 8

**ECLS-K**  
**Special Education Student**

**Grades 8 and 10**

October 2005

1. Is this child currently receiving special education services or gifted/talented services through an IEP? CIRCLE ONE NUMBER.

- a. Special education services due to a disability..... 1 **(GO TO Q2)**
- b. Gifted/talented services..... 2 **(SKIP TO END. YOU DO**

NOT NEED TO  
COMPLETE  
SPECIAL  
EDUCATION  
TEACHER  
QUESTIONNAI  
RE A.)

2. In which grade is this child enrolled? CIRCLE ONE NUMBER.

- a. Fifth grade ..... 6
- b. Sixth grade..... 7
- c. Seventh grade..... 8
- d. Eighth grade ..... 9
- e. Ninth grade (10<sup>th</sup> grade only) ..... 10
- f. Tenth grade (10<sup>th</sup> grade only) ..... 11
- g. This is an ungraded classroom ..... 7

3. When did this child first have an IEP? CIRCLE ONE NUMBER.

- a. Before fifth grade..... 1
- b. During sixth grade..... 2
- c. During seventh grade..... 3
- d. During eighth grade ..... 4 **(SKIP TO Q5)**
- e. During ninth grade (10<sup>th</sup> grade only) ..... 5 **(SKIP TO Q5)**
- f. During tenth grade(10<sup>th</sup> grade only) ..... 6 **(SKIP TO Q5)**
- g. Don't know..... 7 **(SKIP TO Q5)**

4. Have you reviewed this child's records related to special education services provided before this school year? CIRCLE ONE NUMBER.

- a. Yes ..... 1
- b. No, I don't have access to the records. .... 2
- c. No, I have access to the records, but have not reviewed them. 3

5. What is this child's primary disability as identified on the child's IEP? CIRCLE ONE NUMBER.

- a. Learning disability ..... 1
- b. Serious emotional disturbance..... 2
- c. Speech or language impairment..... 3
- d. Mental retardation ..... 4
- e. Blind/Visual impairment ..... 5
- f. Deaf/Hard of hearing..... 6
- g. Health impairment..... 7
- h. Physical impairment..... 8
- i. Multiple impairments ..... 9
- j. Deaf/blind ..... 10
- k. Developmental delay ..... 11
- l. Autism ..... 12
- m. Traumatic brain injury ..... 13
- n. No classification is given ..... 14

6. For which of the following disabilities did this child receive (or is this child receiving) special education or related services this school year? CIRCLE ONE NUMBER ON EACH LINE.

	<u>Yes</u>	<u>No</u>
a. Learning disability .....	1	2
b. Serious emotional disturbance.....	1	2
c. Speech or language impairment.....	1	2
d. Mental retardation .....	1	2
e. Blind/Visual impairment .....	1	2
f. Deaf/Hard of hearing.....	1	2
g. Health impairment.....	1	2
h. Orthopedic/Physical impairment .....	1	2
i. Multiple impairments .....	1	2
j. Deaf/blind .....	1	2
k. Developmental delay .....	1	2
l. Autism .....	1	2

m. Traumatic brain injury ..... 1 2

7. Is this child receiving any special education or related services because of a diagnosed Attention Deficit/Hyperactivity Disorder (AD/HD)

a. Yes ..... 1

b. No..... 2

The next set of items refers to this child's special education experience **during the current school year.**

8. Which of the following best describes the IEP goals for this child during this school year?  
CIRCLE ALL OF THE AREAS IN WHICH THIS CHILD HAD IEP GOALS.

**Academics**

a. Reading..... 1

b. Mathematics..... 2

c. Language Arts..... 3

d. Science ..... 4

**Speech and Language**

e. Auditory processing ..... 5

f. Listening comprehension ..... 6

g. Oral expression ..... 7

h. Voice/speech articulation ..... 8

i. Language pragmatics ..... 9

**Social**

j. Social skills..... 10

**Life Skills**

k. Adaptive behavior or self-help skills ..... 11

**Physical/Mobility**

l. Fine motor skills ..... 12

m. Gross motor skills..... 13

n. Orientation and mobility ..... 14

**Other (Please specify):** ..... 15

---

9. Which of the following related services were provided through the school to this child during this school year? CIRCLE ONE NUMBER ON EACH LINE.

	<u>Yes</u>	<u>No</u>
a. Audiology .....	1	2
b. Counseling services .....	1	2
c. Occupational therapy .....	1	2
d. Physical therapy .....	1	2
e. Psychological services .....	1	2
f. Health services .....	1	2
g. Social work services .....	1	2
h. Special transportation .....	1	2
i. Speech or language therapy .....	1	2
j. Orientation services .....	1	2
k. Mobility services .....	1	2
l. Rehabilitation services .....	1	2
m. Other (Please specify): _____	1	2

10. Approximately how many **hours per week** of direct special education and related services (that is, service provided directly to the child, from a teacher or another adult) was this child receiving this school year? WRITE NUMBER ON LINE.

\_\_\_\_\_ Hours per week

11. Did this child receive any of the following? CIRCLE ONE NUMBER ON EACH LINE.

	<u>Yes</u>	<u>No</u>
a. Adaptive physical education .....	1	2
b. Classroom aides .....	1	2
c. Instruction in Braille .....	1	2
d. Interpreter for the deaf or hard of hearing (oral or sign) .....	1	2
e. Instruction in American Sign Language .....	1	2
f. Instruction in Manual English .....	1	2
g. Instruction in Cued Speech .....	1	2
h. Instruction on the use of Braille .....	1	2
i. Instruction on the use of American Sign Language .....	1	2
j. Instruction on the use of Manual English .....	1	2
k. Instruction on the use of Cued Speech .....	1	2

12. Was this child's primary placement a general education classroom? CIRCLE ONE NUMBER.

- a. Yes ..... 1
- b. No..... 2

13. Approximately what percentage of the total weekly hours in school did this child receive special education and related services outside of a general education classroom but within the school setting? CIRCLE ONE NUMBER.

- a. 0 percent ..... 1
- b. 1-10 percent..... 2
- c. 11-25 percent..... 3
- d. 26-50 percent..... 4
- e. 51-75 percent..... 5
- f. 76-99 percent..... 6
- g. 100 percent ..... 7

14. What teaching practices and methods are used with this child? CIRCLE ONE NUMBER ON EACH LINE.

	<u>Yes</u>	<u>No</u>
a. One-on-one instruction .....	1	2
b. Small-group instruction .....	1	2
c. Large-group instruction .....	1	2
d. Cooperative learning.....	1	2
e. Peer tutoring.....	1	2
f. Computer-based instruction.....	1	2
g. Direct instruction .....	1	2
h. Cognitive strategies .....	1	2
i. Self-management.....	1	2
j. Behavior management.....	1	2
k. Did not deliver instruction.....	1	2
l. Instruction received through a sign interpreter .....	1	2
m. Don't know .....	1	2

15. Which of the following best describes the curriculum materials used with this child?  
CIRCLE ONE NUMBER IN THE GENERAL EDUCATION CLASSROOM COLUMN AND  
ONE NUMBER IN THE SPECIAL EDUCATION CLASSROOM COLUMN.

	In the general education classroom	In the special education classroom/ program
a. General education curriculum materials were used without modification .....	1	1
b. Some modifications in general education curriculum materials were made .....	2	2
c. Substantial modifications in general education curriculum materials were made .....	3	3
d. Specially designed commercial materials were used.....	4	4
e. Child not in this setting .....	5	5
f. Don't know .....	8	8

16. To what extent was this child expected to achieve the same general education goals as other children at his/her grade level? CIRCLE ONE NUMBER.

- a. Child was expected to achieve all of the general education goals ..... 1
- b. Child was expected to achieve some of the general education goals.. 2
- c. Child was expected to achieve only a few of the general education goals ..... 3
- d. Child was not expected to achieve any of the general education goals..... 4
- e. There are no general education goals at this grade level..... 5
- f. Don't know ..... 8

17. Which of the following assistive technologies and devices did this child use this school year? CIRCLE ALL OF THE ASSISTIVE TECHNOLOGIES THIS CHILD USED.

Child did not use any assistive technologies ..... 1 (**GO TO Q17**)

**Mobility aids**

- a. Vans, vehicles ..... 2
- b. Wheelchairs ..... 3
- c. White canes ..... 4

**Communication aids**

- d. Electronic with voice output (e.g., Touch Talker) ..... 5
- e. Nonelectronic (e.g., manual printing board) ..... 6

**Hearing assistance**

f. Hearing aids .....	7
g. FM loops .....	8
h. TTYs/TDDs .....	9
i. Cochlear implants .....	10
j. Real time captioning .....	11

**Visual aids**

k. Braille texts.....	12
l. Electronic Braille devices .....	13
m. Digital texts.....	14
n. Magnifying devices .....	15
o. Close captioned television (CCTV).....	16

**Learning aids (non-computer)**

p. Tape recorders.....	17
q. Calculators .....	18
r. Electronic spelling devices.....	19

**Computer hardware designed or adapted for children with disabilities  
(e.g., alternate keyboards, switch interface)**

s. Used solely by individual child .....	20
t. Shared with other children .....	21

**Computer software designed for children with disabilities**

u. Reading.....	22
v. Writing .....	23
w. Mathematics.....	24

**Other (Please specify):** \_\_\_\_\_ 25

18. Does this child have a computer, laptop, or word processing device assigned to him/her for use full time? CIRCLE ONE NUMBER.

a. Yes .....	1
b. No.....	2

19. On average, how often did you meet with general education teacher(s) to discuss this child's program and progress during this school year? CIRCLE ONE NUMBER.

a. Every day or several times a week .....	1
b. Once a week or several times a month .....	2

- c. Once a month..... 3
- d. A few times over the school year ..... 4
- e. Once during this school year ..... 5
- f. Never during this school year ..... 6 **(SKIP TO Q21)**
- g. Not applicable to my work with this child ..... 7 **(SKIP TO Q21)**

20. On average, how long were the meetings with the general education teacher(s) to discuss this child's program? CIRCLE ONE NUMBER.

- a. 1 to 15 minutes..... 1
- b. 16 to 30 minutes..... 2
- c. 31 to 45 minutes..... 3
- d. 46 to 60 minutes..... 4
- e. More than 60 minutes ..... 5

21. Approximately how often have you communicated with this child's parents during this school year about this child's program or progress (by phone, in person, or in writing)? CIRCLE ONE NUMBER.

- a. Every day or several times a week ..... 1
- b. Once a week or several times a month ..... 2
- c. Once a month..... 3
- d. A few times over the school year ..... 4
- e. Once during this school year ..... 5
- f. Never during this school year ..... 6

22. During the past year, did this child receive any of the following formal individual evaluations for purposes of developing IEP goals? CIRCLE ONE NUMBER ON EACH LINE.

	<u>Yes</u>	<u>No</u>
a. Psychological .....	1	2
b. Speech/language .....	1	2
c. Vision .....	1	2
d. Hearing.....	1	2
e. Learning style.....	1	2
f. Motor skills .....	1	2
g. Academics.....	1	2

h. Other (Please specify): \_\_\_\_\_ 1 2

23. What percentage of this child's current IEP goals have been met or nearly met at this point in the school year? CIRCLE ONE NUMBER.

- a. 76 to 100 percent ..... 1
- b. 51 to 75 percent ..... 2
- c. 26 to 50 percent ..... 3
- d. 1 to 25 percent ..... 4
- e. Zero percent..... 5

24. Which of the following best expresses the likelihood that this child will continue to receive some level of special education services (through an IEP) in the next school year? CIRCLE ONE NUMBER.

- a. Definitely will continue in special education..... 1
- b. Very likely to continue in special education..... 2
- c. Rather likely to continue in special education..... 3
- d. Rather unlikely to continue in special education..... 4
- e. Highly unlikely to continue in special education..... 5
- f. Will **not** continue in special education (will be dismissed from services)..... 6

**Appendix F**

**ECLS-K**

**Student Dietary Questionnaire**

**Grade 8**

**October 2005**

## EXAMPLES

1. In your school, can kids **buy** milk or chocolate milk?

Yes ..... 1 (GO TO 2)  
 No ..... 2 (GO TO 4)

2. During the **past 7 days**, about how many times did you eat fish, such as tuna fish, fish fingers, fish sandwich, fish soup and so on?

a. I did not eat fish during the past 7 days ..... 1  
 b. 1 to 3 times during the past 7 days ..... 2  
 c. 4 to 6 times during the past 7 days ..... 3  
 d. 1 time per day ..... 4  
 e. 2 times per day ..... 5  
 f. 3 times per day ..... 6  
 g. 4 or more times per day ..... 7

**These questions are about buying food and drinks at your school. Please only think about buying things at school; do not think about eating at school.**

1. In your school, can kids **buy** candy, ice cream, cookies, cakes, brownies or other sweets in the school?

a. Yes ..... 1 (GO TO 2)  
 b. No ..... 2 (GO TO 4)

2. During the **last week** that you were in school, how many times did you **buy** candy, ice cream, cookies, cakes, brownies or other sweets at school?

a. I did not buy any at school during the last week in school ..... 1 (GO TO 4)  
 b. 1 or 2 times during the last week in school ..... 2  
 c. 3 or 4 times during the last week in school ..... 3  
 d. 1 time per day ..... 4  
 e. 2 times per day ..... 5  
 f. 3 times per day ..... 6  
 g. 4 or more times per day ..... 7

3. During the **last week** that you were in school, where in the school did you usually **buy** candy, ice cream, cookies, cakes, brownies or other sweets?
- a. Vending machine in school..... 1
  - b. School cafeteria..... 2
  - c. Somewhere else in school..... 3
4. In your school, can kids **buy** potato chips, corn chips (Fritos, Doritos), Cheetos, pretzels, popcorn, crackers or other salty snack foods at school?
- a. Yes .....1 (**GO TO 5**)
  - b. No.....2 (**GO TO 7**)
5. During the **last week** that you were in school, how many times did you **buy** salty snack foods at school?
- a. I did not buy any at school during the last week in school .....1 (**GO TO 7**)
  - b. 1 or 2 times during the last week in school..... 2
  - c. 3 or 4 times during the last week in school..... 3
  - d. 1 time per day..... 4
  - e. 2 times per day ..... 5
  - f. 3 times per day ..... 6
  - g. 4 or more times per day ..... 7
6. During the **last week** that you were in school, where in the school did you usually **buy** salty snack foods?
- a. Vending machine in school..... 1
  - b. School cafeteria..... 2
  - c. Somewhere else in school..... 3
7. In your school, can kids buy **Soda pop** (EXAMPLES Coke, Pepsi, Mountain Dew), **sports drinks** (EXAMPLE Gatorade), or **fruit drinks that are not 100% fruit juice** (EXAMPLES Kool-Aid, Hi-C, Fruitopia, Fruitworks) in the school?
- a. Yes ..... 1 (**GO TO 8**)
  - b. No..... 2 (**GO TO 10**)

8. During the **last week** that you were in school, how many times did you **buy** soda pop, sports drinks, or fruit drinks at school?

- a. I did not buy any at school during the last week in school ..... 1 **(GO TO 10)**
- b. 1 or 2 times during the last week in school..... 2
- c. 3 or 4 times during the last week in school..... 3
- d. 1 time per day ..... 4
- e. 2 times per day ..... 5
- f. 3 times per day ..... 6
- g. 4 or more times per day ..... 7

9. During the **last week** that you were in school, where in the school did you usually **buy** soda pop, sports drinks, or fruit drinks?

- a. Vending machine in school..... 1
- b. School cafeteria..... 2
- c. Somewhere else in school..... 3

**The next questions ask about food you ate or drank during the past 7 days. Think about all the meals and snacks you had from the time you got up until you went to bed. Be sure to include food you ate at home, at school, at restaurants, or anywhere else.**

10. During the **past 7 days**, how many **glasses of milk** did you drink? (Include all types of milk, including cow's milk, soy milk or any other kind of milk; include the milk you drank in a glass or cup, from a carton, or with cereal. Count the half pint of milk served at school as equal to one glass.)

- a. I did not drink milk during the past 7 days ..... 1 **(GO TO 12)**
- b. 1 to 3 glasses during the past 7 days ..... 2
- c. 4 to 6 glasses during the past 7 days ..... 3
- d. 1 glass per day ..... 4
- e. 2 glasses per day ..... 5
- f. 3 glasses per day ..... 6
- g. 4 or more glasses per day ..... 7

11. What kind of milk did you drink during the past 7 days?
- a. Regular milk from a cow (including whole milk, lowfat milk, chocolate milk or any other kind of cow's milk) ..... 1
  - b. Soy milk ..... 2
  - c. Both regular milk and soy milk ..... 3
  - d. Some other kind of milk ..... 4
12. During the **past 7 days**, how many times did you drink **100% fruit juices** such as orange juice, apple juice, or grape juice? (Do **not** count punch, Kool-Aid, sports drinks, or other fruit-flavored drinks.)
- a. I did not drink 100% fruit juice during the past 7 days ..... 1
  - b. 1 to 3 times during the past 7 days ..... 2
  - c. 4 to 6 times during the past 7 days ..... 3
  - d. 1 time per day ..... 4
  - e. 2 times per day ..... 5
  - f. 3 times per day ..... 6
  - g. 4 or more times per day ..... 7
13. During the **past 7 days**, how many times did you drink **Soda pop** (EXAMPLES Coke, Pepsi, Mountain Dew), **sports drinks** (EXAMPLE Gatorade), or **fruit drinks that are not 100% fruit juice** (EXAMPLES Kool-Aid, Hi-C, Fruitopia, Fruitworks)?
- a. I did not drink any during the past 7 days ..... 1
  - b. 1 to 3 times during the past 7 days ..... 2
  - c. 4 to 6 times during the past 7 days ..... 3
  - d. 1 time per day ..... 4
  - e. 2 times per day ..... 5
  - f. 3 times per day ..... 6
  - g. 4 or more times per day ..... 7
14. During the **past 7 days**, how many times did you eat **green salad**?
- a. I did not eat green salad during the past 7 days ..... 1
  - b. 1 to 3 times during the past 7 days ..... 2
  - c. 4 to 6 times during the past 7 days ..... 3

- d. 1 time per day ..... 4
- e. 2 times per day ..... 5
- f. 3 times per day ..... 6
- g. 4 or more times per day ..... 7

15. During the **past 7 days**, how many times did you eat **potatoes**? (Do **not** count french fries, fried potatoes, or potato chips.)

- a. I did not eat potatoes during the past 7 days ..... 1
- b. 1 to 3 times during the past 7 days..... 2
- c. 4 to 6 times during the past 7 days..... 3
- d. 1 time per day ..... 4
- e. 2 times per day ..... 5
- f. 3 times per day ..... 6
- g. 4 or more times per day ..... 7

16. During the **past 7 days**, how many times did you eat **carrots**?

- a. I did not eat carrots during the past 7 days ..... 1
- b. 1 to 3 times during the past 7 days..... 2
- c. 4 to 6 times during the past 7 days..... 3
- d. 1 time per day ..... 4
- e. 2 times per day ..... 5
- f. 3 times per day ..... 6
- g. 4 or more times per day ..... 7

17. During the **past 7 days**, how many times did you eat **other vegetables**? (Do **not** count green salad, potatoes, or carrots.)

- a. I did not eat other vegetables during the past 7 days ..... 1
- b. 1 to 3 times during the past 7 days..... 2
- c. 4 to 6 times during the past 7 days..... 3
- d. 1 time per day ..... 4
- e. 2 times per day ..... 5
- f. 3 times per day ..... 6

g. 4 or more times per day ..... 7

18. During the **past 7 days**, how many times did you eat **fruit**, such as apples, bananas, oranges, berries or other fruit? (Do **not** count fruit juice.)

a. I did not eat fruit during the past 7 days ..... 1

b. 1 to 3 times during the past 7 days..... 2

c. 4 to 6 times during the past 7 days..... 3

d. 1 time per day ..... 4

e. 2 times per day ..... 5

f. 3 times per day ..... 6

g. 4 or more times per day ..... 7

19. During the **past 7 days**, about how many times did you eat a meal or snack from a fast food restaurant such as McDonald's, Pizza Hut, Burger King, KFC (Kentucky Fried Chicken), Taco Bell, Wendy's and so on?

a. I did not eat food from a fast food restaurant during the past 7 days..... 1

b. 1 to 3 times during the past 7 days..... 2

c. 4 to 6 times during the past 7 days..... 3

d. 1 time per day ..... 4

e. 2 times per day ..... 5

f. 3 times per day ..... 6

g. 4 or more times per day ..... 7